

THE NEW OXFORD PICTURE DICTIONARY

Oxford
American
English

Intermediate Workbook



JILL WAGNER SCHIMPF

THE NEW OXFORD PICTURE DICTIONARY

Intermediate Workbook

by
JILL WAGNER SCHIMPFF

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To Warren and the computer he convinced me to get!

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To the Teacher

The *Intermediate Workbook* has been specifically designed to accompany *The New Oxford Picture Dictionary*. It is suitable for students of English as a Second Language at low through high-intermediate levels.




The main purpose of the *Workbook* is to provide practice with and reinforcement of the Dictionary vocabulary. Naturally, the teacher should introduce and clarify the vocabulary before related *Workbook* pages are attempted.

A variety of uses can be made of individual exercises. For example, a fill-in-the-blank exercise may stress vocabulary retention, but it may also be a good reading exercise or a good lesson on the use of articles. Many of the exercises in the *Workbook* are also valuable for stimulating discussion.

The units of the *Workbook* are organized sequentially; however, the units do not need to be taught in their specific order. For this reason, bold numbers in the exercise instructions indicate that vocabulary from a previous Dictionary page is being reviewed.

Each exercise is marked for level of difficulty to help teachers select exercises suited to the particular needs of their students. The key at the bottom of the page explains this coding. Blue ink is used to indicate sample answers throughout the *Workbook*. This convention should be explained to the students initially and thereafter it should be evident to them.

Key

-  low-intermediate exercise
-  intermediate exercise
-  high-intermediate exercise

THE NEW OXFORD PICTURE DICTIONARY

Intermediate Workbook

1 People and Relationships page 2

The Family page 3

1 Groups

- Look at all of the words on pages 2–3. On another sheet of paper, divide them into three groups—one group for males, another for females, and the third for those who can be either male or female.

2 A Family Survey

- Answer these questions about your family.

- | | |
|--|--|
| 1. Do you have a husband or wife? _____ | 6. How many nieces do you have? _____ |
| Do you have any children? _____ | Nephews? _____ |
| How many daughters? _____ | 7. Do you have any nieces or nephews who are older than you? _____ |
| Sons? _____ | 8. How many grandchildren do your grandparents have? _____ |
| 2. How many children do your parents have? (Remember to count yourself!) _____ | Mother's parents? _____ |
| 3. How many older sisters do you have? _____ | Father's parents? _____ |
| Younger sisters? _____ | 9. How many children do most families in your country have? _____ |
| Older brothers? _____ | 10. Do you ever have big family reunions? _____ |
| Younger brothers? _____ | How often? _____ |
| 4. How many brothers-in-law do you have? _____ | Where? _____ |
| 5. How many sisters-in-law do you have? _____ | |

3 It's for You!

- Read the conversations and decide whom the speaker wants to talk to.

A: Hi! Is the birthday girl there?
I want to wish her a happy 75th birthday.

B: I'll get her, John.

1. He wants to talk to his 1. grandfather. 2. grandmother. 3. uncle.

A: Hi, sweetie. Is Mom there?

B: She's right here, Dad.

2. He wants to talk to his 1. niece. 2. daughter. 3. wife.

A: Hello, this is Uncle Fred speaking.
Is Alice home?

B: Sure, I'll tell her that her favorite
uncle wants her!

3. He wants to talk to his 1. sister-in-law. 2. aunt. 3. niece.

A: This is your Aunt Elsie. Is your
brother Bob there?

B: No, but I'll tell him you called.

4. She wants to talk to her 1. sister-in-law. 2. cousin. 3. nephew.

A: Hi, big sister. Is your husband home?

B: He's right here, Nancy.

5. She wants to talk to her 1. cousin. 2. brother-in-law. 3. uncle.

A: Hello, honey. Is your brother there?

B: Just a minute, I'll see, Grandma.

6. She wants to talk to her 1. granddaughter. 2. grandson. 3. father.

A: Hi, Marty. Is your dad close by?

B: Wait a second, Grandpa. He's in
the garage.

7. He wants to talk to his 1. son. 2. brother. 3. nephew.

4 A Favorite Relative



1. Choose a favorite male relative and write two or three sentences about him on another sheet of paper.
2. Do the same thing for a female relative.
3. Write about a young boy in your family.
4. Do the same thing for a young girl in your family.

2 The Human Body

pages 4–5

1 Odd Man Out

● Circle the word that doesn't belong. Tell why on the line below.

○○

1. knee thigh back calf

It's not part of the leg.

2. hip shoulder buttocks abdomen

3. abdomen forearm elbow knuckle

4. neck throat instep chin

5. face knuckle fingernail palm

2 Head, Eye, and Internal Organs

● Read the definitions below and write a good answer.

○○

There may be more than one answer.

- | | |
|---|--|
| 1. This is used for eating. _____ | 7. This is used to think. _____ |
| 2. This is over the eye. _____ | 8. These are hairs on the eyelid. _____ |
| 3. This is a black circle in the eye. _____ | 9. This is hair over the top lip. _____ |
| 4. This is used to smell. _____ | 10. This is the colored part of the eye. _____ |
| 5. These are used for hard work. _____ | 11. This carries blood to the heart. _____ |
| 6. This is hair on a man's face. _____ | 12. This is pink and is used to talk. _____ |

3 Crazy Words

- Find a crazy word in all but one of the following sentences.
●○ Circle the one sentence that makes sense. Cross out the crazy word in the rest of the sentences and write a better word on the line.

1. She put the ring on her ~~thumb~~. *ring finger*
2. It hurts to swallow—she has a sore arm. _____
3. The pain went from her elbow through her thigh to her shoulder. _____
4. Her hair was so long it fell to her heels. _____
5. He broke his armpit while running. _____
6. He must have a cold in his ear because he is coughing. _____
7. She hit the dog with the palm of her hand. _____
8. She wore bright red nail polish on her chin. _____
9. He broke his knuckle when he kicked the rock. _____
10. Her shoes were too small and hurt her calf. _____

4 Overheard Conversations

- What parts of the body are the following conversations about?
●● There may be more than one good answer.

Beauty Parlor

- A: How do you like the way it looks?
B: It's wonderful. You look great as a blonde! _____

Hospital

- A: You need to keep off it for a week.
B: Thanks, the crutches will help. _____

Barber Shop

- A: Shall I cut them so they're even with the bottom of your ears?
B: No, leave them a little bit shorter than that. _____

Doctor's Office

- A: I have to try to relax more.
B: Right. You may not be as lucky if you have another attack. _____

3 Vegetables pages 6-7

1 Buying

- Choose several vegetables. How can you buy them? Place a check mark under the appropriate columns.

| | BY THE DOZEN | CANNED | BUNCH | ONE BY ONE | BY THE POUND |
|----------|--------------|--------|-------|------------|--------------|
| 1. _____ | | | | | |
| 2. _____ | | | | | |
| 3. _____ | | | | | |
| 4. _____ | | | | | |
| 5. _____ | | | | | |

2 Supermarket Ads

- Choose a vegetable to go with each ad and write it on the line below. There may be more than one good answer.

*Sweet, not strong
will not make you cry!*

1. _____

*Cheaper by the 10 lb.
bag!*

2. _____

**CRISP & LEAFY
GREAT for SALAD!**

3. _____

*Three beautiful white
heads for only \$1.00*

4. _____

**RED, RIPE,
JUICY!**

5. _____

*buy 12 and get 1 ear
free!*

6. _____

TWO STALKS for 89¢

*Tender pods
Great for stir fry!*

3 cloves for only
49¢

7. _____

8. _____

9. _____

3 A Shopping List

- Make a list of vegetables to buy in order to make the following dishes. You may use a vegetable more than once.

vegetable soup

potato salad

pizza

green salad

coleslaw

stir fry

4 Survey

- Answer the following questions with complete sentences.

1. Name five of your favorite vegetables. _____

Why do you like them? _____

2. Which vegetables do you hate? _____

Why? _____

3. Which of the vegetables in the Dictionary are most common in your home country? _____

What are some vegetables that are not in the Dictionary and are hard to find here? _____

4. What vegetables do you like to eat raw? _____

5 A Favorite Dish

- On another sheet of paper, explain how you would fix your favorite vegetable dish. Give the approximate recipe and describe how to put it together. If you're not a cook, simply describe your favorite vegetable dish.

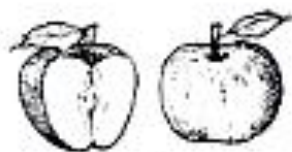
4 Fruits

pages 8–9

1 The Pick of the Crop

- Each of these states is famous for the pictured fruit. Look at the fruit in the Dictionary and finish the sentences for pictures 1–4. Decide how to write sentences 5–10.

Washington



1. Washington is famous for _____

Michigan



2. _____ come from _____

Georgia



3. _____ grow well in _____

Hawaii



4. _____ grows wonderful _____

California



5. _____

Florida



6. _____

Maine



7. _____

Georgia



8. _____

Oregon



9. _____

Texas



10. _____

2 What Is It?

- Find as many answers as possible for each statement. Your answers may be different from your neighbor's.

1. You can get "milk" from this. _____
2. These are always sour. _____
3. Monkeys like these. _____
4. You can make good juice from these. _____
5. You can find them in candy bars. _____
6. You can make wine from these. _____
7. You often sprinkle salt on these. _____
8. You can eat these with a spoon. _____
9. You crack these open with a knife. _____
10. You often sprinkle sugar on these. _____

3 Fruit Salad

- The following recipe for fruit salad is not given correctly. Put the lines into the correct order by numbering 1,2,3, etc. The first one is done.

- _____ some walnuts on top and serve.
- _____ leaves into small pieces. Mix all of the
- _____ grapes and strawberries into halves. Make
- _____ fruit salad onto the six lettuce leaves. Put
- _____ lemon juice, and two tablespoons of orange juice.
- _____ peel an orange and section it. Tear six lettuce
- _____ above fruit in a large salad bowl. Spoon some of the
- _____ 1 Peel and slice the peaches and bananas. Cut the
- _____ a dressing with a mixture of $\frac{3}{4}$ cup honey, two tablespoons of
- _____ Prepare the pineapple chunks and slice the pears. Next,

4 Idioms



Here are some common expressions using fruit. Work with several other students to see if you can find out what each one means. Do you think they are nice things to say or not? Put a plus (+) or a minus (-) after each expression to show whether it's a positive or negative thing to say. Write a short definition.

1. the apple of my eye ____

2. the top banana ____

3. a peach ____

4. a plum ____















5. a lemon ____

6. a nut ____

1 Likes and Dislikes

- Look at the following chart carefully. Then decide whether the following sentences are true (T), false (F), or impossible to know (?).

Family Tastes

| | Mrs. Smith | Mr. Smith | Tim | Sally | Grandma | Grandpa |
|---|--|--|--|---|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

- Sally likes lobster. _____
- Mrs. Smith dislikes clams. _____
- Tim doesn't like crab. _____
- Mrs. Smith likes bacon. _____
- Sally hates ham. _____
- Grandpa dislikes ground beef. _____
- Grandma loves mussels. _____
- Mr. Smith likes chicken. _____
- Tim likes lamb chops. _____
- Grandma doesn't like oysters. _____

2 Your Family Tastes

- Make a chart with six of your family members' names. Write in what they like and dislike. Then write sentences that say what they like and dislike.

3 My Favorite Foods

- Make a list of your own favorite and least favorite foods. Then form sentences like the examples. Do the same for your family members.

I like chicken, but I don't like ham.
My brother likes fish, but he doesn't like oysters.

6

Containers, Quantities, and Money pages 12–13

1 Packaging

- Look at the picture in the Dictionary and decide what foods come in what containers. Then complete these sentences.

- | | |
|--------------|---------------------------------------|
| eggs | 1. I bought <i>a carton of eggs</i> . |
| gum | 2. _____ in her purse. |
| tuna | 3. I opened _____ |
| soap | 4. _____ to wash my hands. |
| cookies | 5. _____ cost \$1.69. |
| margarine | 6. _____ in the refrigerator. |
| crackers | 7. _____ on the shelf. |
| butter | 8. I unwrapped _____ |
| oil | 9. _____ on the table. |
| soda | 10. We drank _____ |
| potato chips | 11. Where is _____ |
| hair spray | 12. _____ in the bathroom. |
| toothpaste | 13. I squeezed _____ |
| bread | 14. I don't need _____ |
| stamps | 15. _____ at the post office. |
| toilet paper | 16. He bought 12 _____ |
| mayonnaise | 17. _____ large _____ |
| yogurt | 18. Did you buy _____ |
| liquid soap | 19. I can't find _____ |

2 Continue on Your Own

- Go back to exercise 1. Choose another kind of food and write a sentence for that type of container. For example: *I opened a carton of milk.*

3 It All Adds Up

●● Read each sentence to find out how much money each person has.

1. Ted has three quarters, a dime, and a nickel. *Ted has \$.90.*
2. Marcia has three dimes, two nickels, and two pennies. _____
3. Together, Cindy and Tom have one five-dollar bill, one one-dollar bill, a quarter, and six pennies. _____
4. Mrs. Garcia has three one-dollar bills, four quarters, one dime, and one penny. _____

4 It's All the Same to Me

●● Different combinations of bills and coins may add up to the same total. For each given amount, write out three possible combinations. Complete the exercise on another sheet of paper.

1. \$1.97
 - a. one one-dollar bill, three quarters, two dimes, two pennies
 - b. six quarters, four dimes, one nickel, two pennies
 - c. one one-dollar bill, two quarters, four dimes, one nickel, two pennies
2. \$.49
3. \$3.52
4. \$7.68
5. \$14.23
6. \$21.16

5 The Correct Change, Please!

●● Read each situation. Give the customer the correct change. (There is more than one way.) Write your answers on another sheet of paper.

1. Sue Cory bought groceries for \$36.42. She gave the clerk four ten-dollar bills. Her change?
\$3.58. Three one-dollar bills, two quarters, one nickel, and three pennies.
2. Bill Ryan got a new TV for \$157.50. He gave the clerk two hundred-dollar bills. His change?
3. Marilyn Monson bought a candy bar for 39¢. She only had a ten-dollar bill. Her change?
4. George Gately got a new shirt for \$22.39. He gave the clerk a fifty-dollar bill. His change?
5. When Betty Butterworth bought her groceries, she made a check out for more than the amount she owed so that she would have cash. The groceries cost \$67.94. She wrote this on the check: Seventy-five and 00/100 dollars. Her change?

7 The Supermarket pages 14–15

1 At the Market

- Fill in the blanks with the best words. There may be more than one correct answer. You may use an answer more than once.

1. Find the frozen foods in the _____.
2. You'll find the bread in _____ one.
3. Put your groceries in a _____.
4. Early in the morning there often aren't many _____ in the supermarket.
5. We weighed the _____ on a _____.
6. I found the _____ in a bin.
7. The _____ were on the _____.
8. The cashier handed him his _____.
9. I had to show my check cashing card to cash my _____.
10. The _____ showed how much change I should get.

2 A Mix-Up

- Put the following sentences into logical order. The first sentence is already marked.

- _____ I paid with a check.
- _____ I waited in line at the checkout counter.
- _____ The cashier rang up my groceries on the cash register.
- 1 _____ Yesterday I went shopping at the supermarket.
- _____ The cashier gave me my change.
- _____ When I was next, I took my groceries out of my cart and put them on the conveyor belt.
- _____ I pushed my shopping cart up and down the aisles.

3 Check Out the Supermarket!



Look at the picture. All of the following statements about it are wrong. Read each one carefully and correct them on another sheet of paper. There may be several ways to correct the sentences.

1. There are 15 shopping carts in the picture.
2. Three shoppers have shopping baskets.
3. A woman is paying cash for her groceries.
4. There is only one person working at the deli counter.
5. There is a receipt hanging over the produce section.
6. The freezer section has four doors.
7. The older woman shopper at the checkout counter has a full shopping cart of groceries.
8. There is a check coming out of the top of one of the cash registers.
9. One of the shoppers with a shopping basket is choosing a carton of milk.
10. The deli counter is near the checkout counters.

4 My Supermarket



Look at the picture. Does the supermarket where you shop look like this? On another sheet of paper, tell how your supermarket is different.

1 Strip Stories

- Look at the following strip stories. On the lines below, write the words from page 16 that you see.



A.



B.



C.

2 Action in Writing

- Write a sentence describing each picture of the stories in exercise 1. Study the example.

A. 1. *A waiter is serving a couple sandwiches and drinks.*

3 My Favorite Place

- On another sheet of paper, describe your favorite restaurant in the United States. Tell why you like to go there, when you usually go, and what you like to order. Is it an expensive place?

1 Verbs/People Match

- Look at the verbs on page 17. Match the following people with the verbs. You may use a verb more than once.

Bartender _____

Waiter _____

Customer _____

Cook _____

Busboy _____

Cocktail Waitress _____

2 Sentence Part Match

- Match the sentence beginnings to the sentence endings. There should be one match for each. Review page 16 before you begin.

- | | |
|--|------------------------------------|
| h _____ 1. The waiter is holding | a. the beer from the tap. |
| _____ 2. The waitress is giving | b. the menu to the customer. |
| _____ 3. The cook is burning | c. the table with a tray. |
| _____ 4. The girl is drinking | d. his sandwich in the booth. |
| _____ 5. The customer is lighting | e. her soft drink from a straw. |
| _____ 6. The customer is eating | f. our food in the kitchen. |
| _____ 7. The bartender is taking | g. her cigarette with a lighter. |
| _____ 8. The customer is paying | h. the tray over his head. |
| _____ 9. The busboy is clearing | i. the wine bottle in her hand. |
| _____ 10. The cocktail waitress is holding | j. the check at the cash register. |

3 Do-It-Yourself Project

- Look at the sentence beginnings in exercise 2. On another sheet of paper, add your own endings to the sentences.

4 Cause and Result

- For each action, give a logical result

1. After the waiter serves the food, *the customer eats the food.*
2. After the busboy clears the table, _____
3. After the waitress gives the check to the customer, _____
4. After the waiter gives the menu to the customer, _____
5. After the bartender serves the drinks, _____
6. After the cook cooks the food, _____

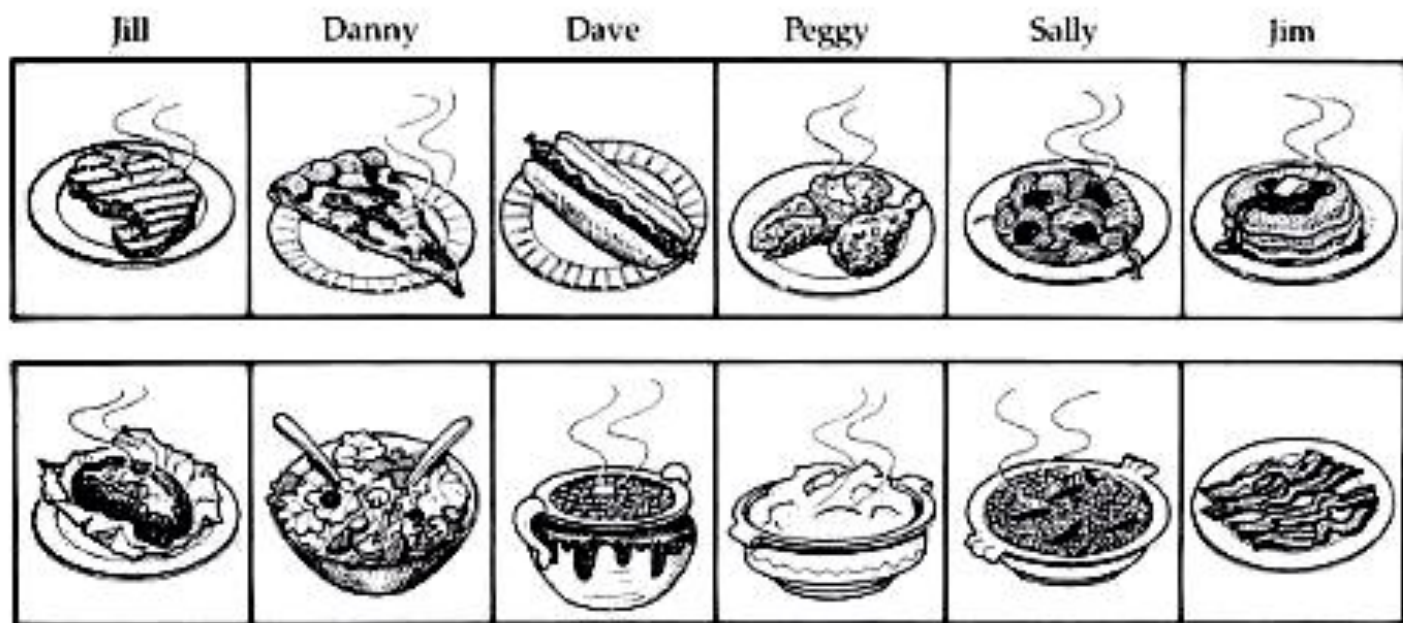
5 Restaurant Jobs

- Write the answers to these questions on another sheet of paper.
● Report to the class

1. Have you ever worked in a restaurant? If so, where? When?
What type of job? What was the name of the restaurant?
2. Think of all of the people who work in a restaurant. For each of the jobs, mention at least two advantages and two disadvantages.

1 Roleplay

- Choose six students from the class to play the people in the chart.
 ○○ chart. Choose a waiter/waitress, and roleplay the orders.



2 Model Sentences

- On another sheet of paper, make as many sentences as you can
 ○○ using at least one word from each of the three groups. Study
 the examples.

PEOPLE

VERBS

FOODS AND ITEMS

waitress waiter

spread eat set

tray sandwiches

busboy customer

order hold clear

biscuit soft drinks

cook bartender

serve buy cook

beer beef stew

cocktail waitress

pay drink take

food table

give

toast mustard

check bottle of wine

eggs

*The customer is eating toast.**The waitress will serve the eggs.**I told the busboy to clear the table.*

3 Tasty Combinations

- The following foods are usually eaten with something else. For each word, write a sentence telling what other food you would eat with it. There are many possible answers. Look at the examples.

1. ketchup *I like ketchup on my hamburgers.*

I put ketchup on my french fries.

Ketchup is good on steak.

2. biscuits _____

3. mustard _____

4. butter _____

5. bacon _____

6. jelly _____

7. roll _____

8. potato chips _____

9. pickle _____

10. salad dressing _____

11. bun _____

12. coffee _____

13. syrup _____

4 Desserts

- Complete these sentences in interesting ways. Don't repeat!

1. This sundae _____

2. Sundaes are _____

3. _____ sundaes.

4. This ice cream cone _____

-
5. Ice cream cones are _____
 6. _____ ice cream cones.
 7. This cookie _____
 8. Cookies are _____
 9. _____ cookies.
 10. This strawberry shortcake is _____
 11. Strawberry shortcakes are _____
 12. _____ strawberry shortcake.

5 Food Survey

- Choose a partner and ask each other the following questions.
- Report your findings to the class.

1. Which foods on page 18 are for breakfast? Lunch? Dinner?

2. What is a typical breakfast in your native country? Lunch? Dinner?

3. What are a few favorite desserts in your native country?

4. At what time do you eat breakfast at home? Lunch? Dinner?

5. Here in the United States, how often do you eat out?

6. How often do you get takeout food to bring home? What kind?

7. What is fast food? How often do you eat it?

6 The Yum Yum Restaurant



Look at the picture and fill in the blanks with any sensible words from pages 16, 17, or 18. You may use a word more than once.



Steve Taylor goes to the Yum Yum Restaurant every day. His brother-in-law owns it, and it is the worst restaurant in town! For example, the _____ always burns the _____. The _____ often drops the _____. If someone orders a hamburger, he always has to ask the _____ for the _____. Steve's _____ never comes the way he likes it, either. One time Steve ordered _____, but the _____ served him _____. There is never any _____ or _____ on the table. The toast comes without _____, and the _____ is never hot. What is even worse, the _____ are always greasy and the _____ are always cold. There is never a _____ for Steve's little boy, nor is there an _____ on the table for Steve, who smokes. When he got up to _____ the _____ the _____ gave him the wrong change! Steve has to talk to his brother-in-law!

1 Which Is Warmer?

- Which clothes are warmer in your opinion? Write your answers on another sheet of paper.

- | | |
|------------------------------------|-----------------------|
| 1. beret/ski cap | 5. mittens/gloves |
| <i>A ski cap is warmer.</i> | 6. blue jeans/tights |
| 2. crewneck sweater/V-neck sweater | 7. jacket/parka |
| 3. rain boots/hiking boots | 8. earmuffs/cap |
| 4. windbreaker/coat | 9. flannel shirt/coat |

2 But I Didn't Think It Would . . .

- Often we forget to wear the correct clothes outside. See if you can find out what each person below forgot. Read each situation and describe what the person needs.

1. My hands are cold! *You need gloves.*
2. It's too bad we can't skate on that beautiful ice! _____
3. The wind is cold on my neck! _____
4. My ears are cold! _____
5. I can't feel my feet. _____
6. I'm cold all over. _____
7. It's hard to carry all the extra clothes! _____
8. Oh no, it's raining! _____
9. My head is freezing. _____
10. It's too bad we can't hike into the mountains! _____

3 Clothes and Climate

- In some climates, lots of outdoor clothes are necessary. In others, almost none are needed. Write about how much outdoor clothing is needed in your part of the world. Which of the clothes on page 19 are most commonly used in your native country, and which are never used?

12

Everyday Clothes pages 20–21

1 Help!

- Look at the following pictures and decide what items would help each person. Study the example.



1. He should get a belt.



5. _____



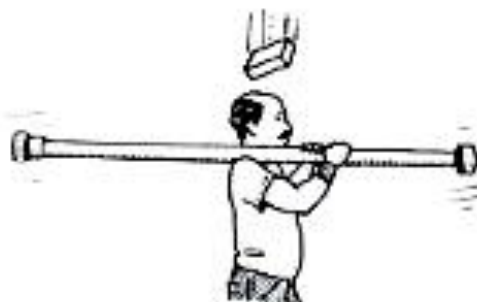
2. _____



6. _____



3. _____



7. _____



4. _____



8. _____

2 What's the Difference?

- Look at the pictures and tell what makes the clothes different.
●○ Follow the example.



1. B doesn't have high heels.



2. _____



3. _____



4. _____



5. _____



6. _____

3 Going to Work

- Look at the picture in the Dictionary and describe what each person is wearing. You could begin your paragraph with these sentences:

It's early in the morning, and there's a long line of people waiting for the bus. The first person in line is wearing a maroon uniform, black shoes, black tie, and a cap.

13 Underwear and Sleepwear page 22

1 Inseparables

- Look at the words below. Find another word that is often worn with the given word. Write sentences about these pairs.

- undershirts *Undershirts go with boxer shorts.*
- garter belts _____
- pajamas _____
- panties _____
- girdles _____
- nightgowns _____
- socks _____

2 Over and Under

- Most underwear is worn under other items of clothing.
● Complete the sentences below.

- A half slip is worn **under** *a skirt*.
- A half slip is worn **over** *pantyhose*.
- A bra is worn under _____.
- Men's slacks are worn over _____.
- Undershirts are worn under _____.
- A full slip is worn under _____.
- A man's suit jacket is worn over _____, which is worn over _____.

3 Dictionary Definitions

- Read the definition and give the word that matches it. You may have to look up some of the definition words in a larger dictionary.

1. a short, sleeveless undergarment for women _____
2. a woman's tight-fitting undergarment that goes from the waist to below the hips _____
3. a light, low-cut shoe that is easily slipped on _____
4. full-length underwear worn for warmth _____
5. two-piece, lightweight suit designed for sleeping _____
6. short, tight-fitting underpants for men _____
7. loose-fitting men's underpants _____
8. long, loose women's sleepwear _____
9. knitted coverings for the feet that go above the ankle _____
10. a woman's undergarment, of dress length, with straps _____

4 Times Have Changed

- Underwear styles have changed a lot since our grandparents' days. Write about how the underwear you wear is different from what your grandmother or grandfather wore. Start with this — *In my grandparents' day, underwear styles were very different.*

1 Getting Ready

- Make a list on another sheet of paper of all the possible toiletries and makeup that might be needed in the following situations.

1. Jane looked in the mirror to make up her eyes.
2. Rob had a 7 p.m. appointment, so he decided to shave a second time.
3. On her lunch break Doris clipped, filed, and polished her nails.
4. Sara made up her lips and cheeks before she went to the party.

2 Dialogues in a Jewelry/Cosmetics Department

- Read the conversations and decide what jewelry or cosmetics the people are talking about.

1.
Clerk: Do you want silver or gold?
Woman: The gold one is better. It's longer. I don't like them too tight around my neck.

4.
Man: The diamond one is beautiful. I'm going to ask her to marry me tonight!
Clerk: Congratulations!

2.
Clerk: Does she have pierced ears?
Man: No, she doesn't.
Clerk: Then these would be better.

5.
Woman: This one is too loose.
Clerk: Yes, you have very thin wrists.

3.
Clerk: Do you like the one with the black or the brown band best?
Man: I don't care. Which one tells the time best?

6.
Woman: My husband will like the gold one.
Clerk: Does he wear clips or pins?
Woman: A clip is best.

3 On Your Own

- Write a short paragraph about perfume or after-shave lotion. Do you like to wear it? If so, what kind? If not, why not? Mention if you like members of the opposite sex to wear it.

15

Describing Clothes page 24

1 Short Stories

- Fill in the blanks of the stories below the pictures. Use words from page 24.



Jerry Davis is on his way to the office. Today he has on a _____-sleeved shirt with a _____, _____ vest. He hates ties, so his _____, _____ tie is _____ around his neck. Jerry doesn't see that his briefcase is _____.



Betty Sargent is a clerk in a department store. She has on a _____-sleeved _____ blouse, a _____ skirt, and _____, _____-heeled shoes. She is showing a customer a _____ purse.

2 Likes

- Use an adjective to describe your favorite kind of each item below. Write your sentences on another sheet of paper.

1. ties

*Striped ties are my favorites.
I like striped ties best.
Striped ties look best on me!*

2. shirts

3. shoes

4. purses

5. slacks

6. jackets

7. blazers

8. sneakers

9. shorts

10. T-shirts

11. dresses

12. hats

13. sandals

3 And Dislikes

- Now, using the words in exercise 2, describe the kind of each item that you hate the most. Look at the examples.

I hate plaid ties the most.

Plaid ties are my least favorites.

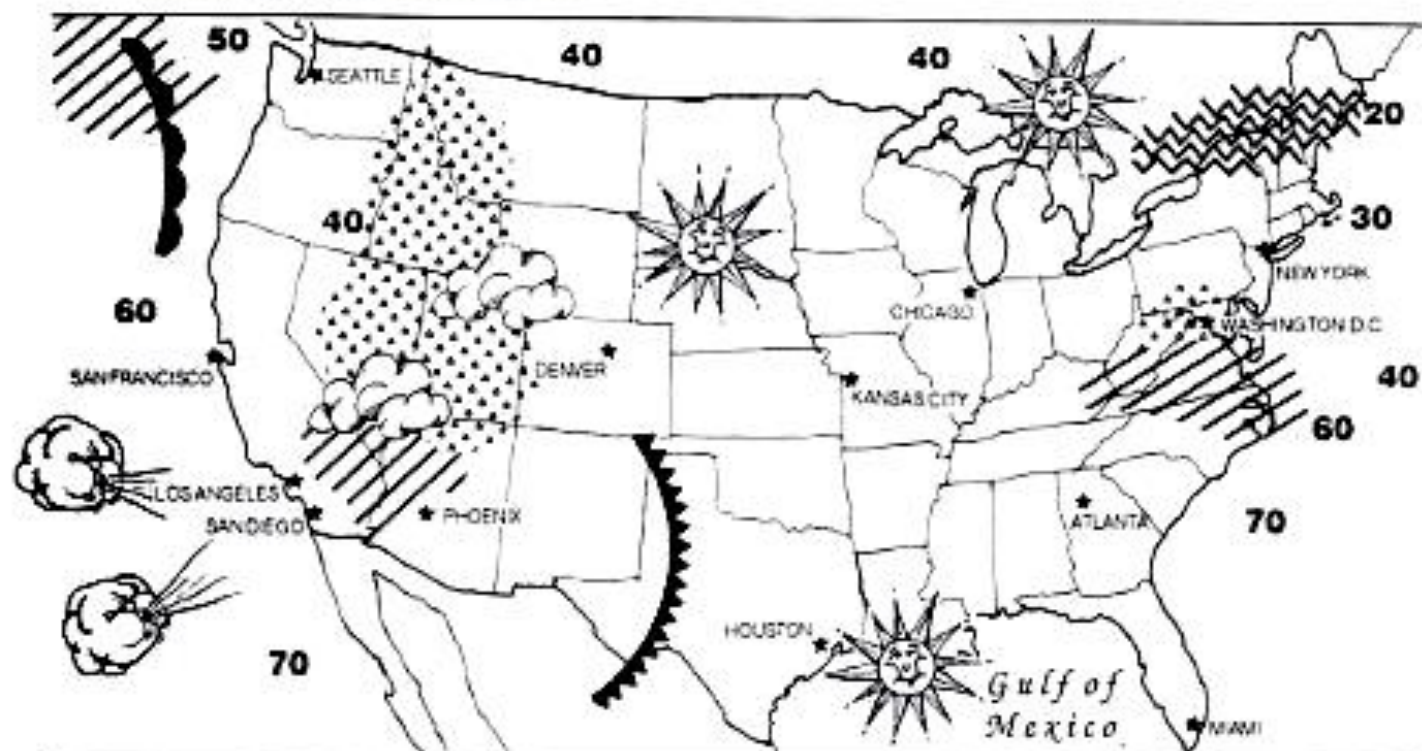
4 Classroom Fashion




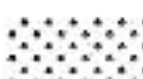


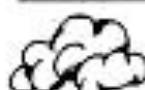

- Use the words on pages 20–21 and page 24 to describe, on another sheet of paper, what you are wearing today. Then write a complete description of what one of your classmates is wearing. Read your descriptions to the class to see if anyone can guess who the people are!

16 Describing the Weather page 25

1 The Weather Forecast

- Look at the following weather map and the key below it. Read the forecast and fill in the blanks with appropriate words. You may use a word more than once.



| | | | | | | | |
|---|----------------------|---|----------|---|--------|---|-------|
|  | cold air |  | warm air |  | rainy |  | snowy |
|  | freezing, rainy, icy |  | sunny |  | cloudy |  | windy |

In the northeast the weather will be _____, _____, and _____. The _____ will be in the low 20s. Farther south, near Washington, D.C., the weather will be _____, with the _____ in the 30s. In the far southeast and Gulf States it will be _____. However, in the Rocky Mountains, west of Denver, it will be _____ and _____. Los Angeles and San Diego will be _____ and _____. _____ air is moving toward Houston in the south, and _____ air is moving toward Seattle. In San Francisco, the _____ says it is 60° F.

2 The Perfect Day?

- Tell what kind of day it probably is based on the sentences below. There may be more than one good answer.

- | | |
|--|--------------------------|
| 1. Watch out for sunburn. | <i>It must be sunny.</i> |
| 2. Don't step in any puddles of water! | _____ |
| 3. You can't see ten feet in front of you! | _____ |
| 4. Walk carefully so you don't slip. | _____ |
| 5. Leave your sweater at home today. | _____ |
| 6. It's a good day for an ice cream cone. | _____ |
| 7. Wear a sweater. | _____ |
| 8. Wear your rain boots. | _____ |
| 9. Wear your snow boots. | _____ |
| 10. Wear your windbreaker. | _____ |

3 World Climate

- In four paragraphs, describe what the climate is like in your native country. Include all four seasons: winter, spring, summer, and fall. Your teacher might like to read these to the class to see if any students can guess what part of the world is being described.

1 Riddles

- Find the answers to these riddles on page 27. Write complete sentences for the answers. There may be more than one good answer.

1. It cooks food and sounds like will.
A grill cooks food.
2. Wear this when you cook.
3. Use this to gather leaves.
4. Burn these on a grill.
5. Drive up this.
6. Rest on this.
7. This keeps out flies.
8. This cuts wood very quickly.
9. Open this on a hot day.
10. Use this when you dig deep holes.
11. Put leaves in this.
12. Put your car here.
13. Smoke comes out of this.
14. Water your garden with this.
15. Wear these to protect your hands.
16. Use this to turn hamburgers.

2 Put It All Together

- Find the best endings for these beginnings.

- | | |
|--|-----------------------|
| _____ 1. She has to paint | a. the watering can. |
| _____ 2. Try to push the heavy | b. work gloves. |
| _____ 3. Because of the snow, you should sand | c. the dirty windows. |
| _____ 4. The roses are dry, so I'm looking for | d. on the porch. |
| _____ 5. They want to clean | e. wheelbarrow. |
| _____ 6. They have to wear | f. the driveway. |
| _____ 7. We like to lie | g. in the hammock. |
| _____ 8. The whole family is sitting | h. the gutter. |

3 What Should They Do?

- Read each situation below and, on another sheet of paper, write what the people should do.

1. It's spring, and there's a lot of tall grass in Mr. Smith's backyard.
He should mow the grass with the lawn mower.

-
2. It's winter, and there is a lot of snow in front of Jane White's house.
 3. It's spring, and there are no flowers in Jason Brand's backyard.
 4. It's fall, and there are lots of leaves in Betty Jackson's backyard.
 5. It's summer, and Mr. Jones's flowers are dry.
 6. It's winter, and Donna Scott's driveway is icy.
 7. It's spring, and Danny Myer's hedge is too high.

4 It Can't Be True!

- The following sentences are all false. Look at the picture on page 27 and correct the sentences. There may be many good answers.

1. There's a wheelbarrow on the roof.
There's a chimney on the roof.
There's a wheelbarrow in the toolshed.
2. The driveway is next to the TV antenna.

-
3. The toolshed is in the garage.

-
4. The lawn mower is on the lounge chair.

-
5. The shovel is in the grill.

-
6. The mitt and spatula are next to the watering can.
-

5 Useless Items!

- Choose several items from page 26 that would not be useful at a house in your native country. Write a short paragraph telling why you wouldn't need these items.

1 Good Advice

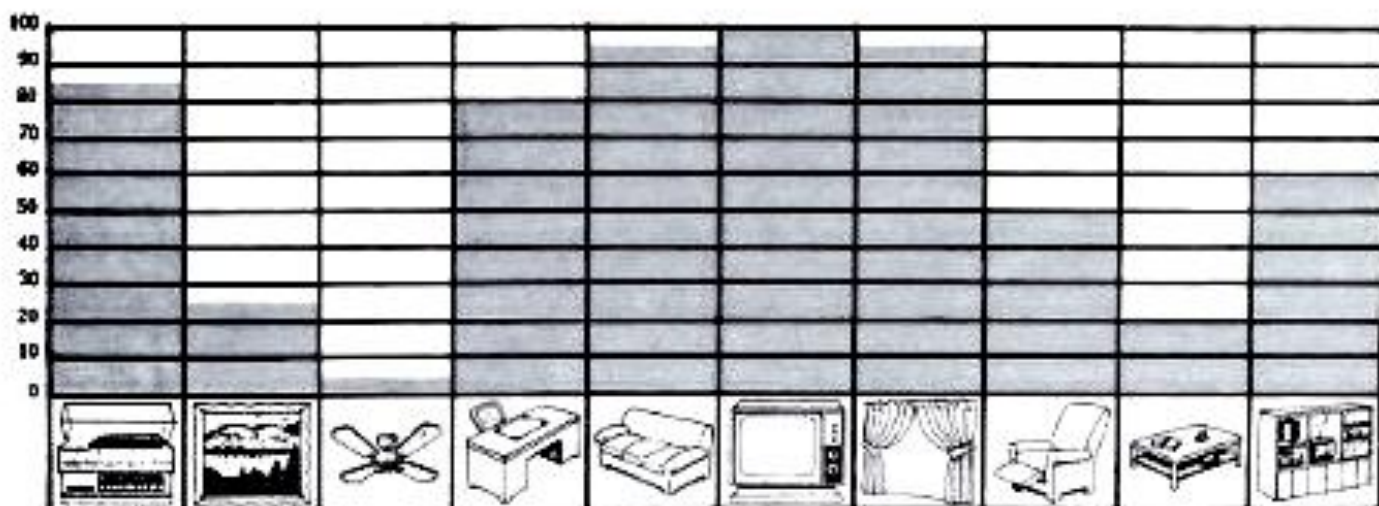
●○ Match the following problems and advice.

- | | |
|-------------------------------------|--------------------------------|
| _____ 1. The fireplace is empty! | a. Turn on the lamp. |
| _____ 2. Where can I study? | b. Turn on the ceiling fan. |
| _____ 3. I'm tired! | c. Watch TV for a while. |
| _____ 4. It's too sunny in here! | d. Lie down on the sofa. |
| _____ 5. I'm hot! | e. Get some logs. |
| _____ 6. I'm cold! | f. Set it on the coffee table. |
| _____ 7. It's so dark in here! | g. Use the desk. |
| _____ 8. There's nothing to do! | h. Stand next to the fire. |
| _____ 9. Where can I put my coffee? | i. Pull the drapes. |

2 The Sunnydale Survey

●○ Look at the bar graph. These are the results of a survey describing what's in the living rooms of 100 people in Sunnydale, USA. Write a paragraph describing the results.

All of the homes in Sunnydale have TVs in the living room.



3 A Group Survey

●● Get together with four other students. Survey the group, and then make a graph for your group like the one above. Write the names of the pieces of furniture at the bottom of each column.

19

The Dining Room page 29

1 Picture Puzzle

- Look at the picture in the Dictionary carefully. Then answer these questions on the lines provided.

- | | |
|---|-------------------------|
| 1. What's burning on the buffet? | <i>The candles are.</i> |
| 2. What's next to the water glass? | _____ |
| 3. What covers the table? | _____ |
| 4. What's the large bowl on the buffet? | _____ |
| 5. What's on the plates? | _____ |
| 6. Where are the coffee pot and teapot? | _____ |
| 7. What has its doors open? | _____ |
| 8. What's in the open drawer? | _____ |
| 9. What stands at the end of the table? | _____ |
| 10. What does the man have in his right hand? | _____ |
| 11. What does the woman have in her hand? | _____ |

2 Now You Do It!

- Write five questions of your own based on the picture. Have another student answer them.

1. _____
2. _____
3. _____
4. _____
5. _____

3 The Dinner

- Make up sentences to complete these dinner dialogues. Use as many words from page 29 as possible in each one.

1.

Guest: May I pour the water?

Host: Sure. The water pitcher is on the buffet.

Guest: OK, I see it.

2.

Hostess: _____

Guest: No, thanks, I don't put anything in my coffee.

Hostess: _____

Guest: No, thanks, the food tastes fine just as it is.

3.

Guest: Tell me where the silverware and china is. I'd like to help you set the table.

Hostess: _____

Guest: OK, and where do I put the knife, fork, spoon, and napkin? We do it a little differently in my country.

Hostess: _____

Guest: And what about the water glass, wine glass, and bread plate? Where do they go?

Hostess: _____

Guest: Thanks, it's good to know the customs.

4.

Guest: I hope you'll enjoy these flowers!

Hostess: _____

Guest: Yes, they'll look very pretty there.

1 Kitchen Duty

- Make a list of all the possible utensils, dishes, pots, pans, and appliances that would be needed in the following situations.

1. Pete got up and made a breakfast of toast and coffee.

2. Karen opened a bottle of soda and then filled her glass with ice cubes.

3. Steve washed and dried the dishes by hand and then put them away.

4. Peggy took the hot roast out to serve her guests.

5. Don opened a can of soup, then added water, and warmed it up.

2 Dictionary Work

- Choose words that fit the following definitions.

1. an appliance used to mix, combine, or chop various foods and liquids

2. a tool used to roll out dough on a flat surface

3. a small box or can for holding a dry product

4. a bowl-like utensil with holes for draining food

5. a dish in which food can be baked and served

6. a small piece of rough material used to clean dirty pots and pans

3 More Dictionary Work

- A word may have several meanings. Here are two words given as dictionary entries. Look at all the definitions and circle the one that refers to the kitchen.

1. counter
 - a) a piece of material used for counting in games
 - b) a person who counts
 - c) a flat surface on which food is prepared
2. cabinet
 - a) a cupboard with doors and shelves
 - b) a group of advisors for the head of a government
 - c) a small room in a museum

4 Kitchen Sayings

- Can you figure out what these sayings mean? Explain them on another sheet of paper. Then add a kitchen saying from your part of the world and explain it.

1. The pot calls the kettle black.
2. Out of the frying pan and into the fire.

1 Fill in the Blanks

- Find the best words to fit into the blanks. Review page 30 before you begin.

1. Kathy will _____ some water into a saucepan.
2. Mother can _____ three loaves of bread in the oven at the same time.
3. They decided to use a cutting board to _____ and _____ the vegetables.
4. We will _____ the chicken in the large iron frying pan.
5. She wants to _____ the eggs into a mixing bowl and then _____ them until they are white and fluffy.
6. She told us to _____ food often so it wouldn't stick.

2 Preparation

- How do you fix your favorite foods? Fill in the chart. You may use words from pages 6-12.

| | BOIL | BAKE | CHOP | PEEL | SLICE |
|----------|------|------|------|------|-------|
| 1. _____ | | | | | |
| 2. _____ | | | | | |
| 3. _____ | | | | | |
| 4. _____ | | | | | |
| 5. _____ | | | | | |



3 Mystery Conversations

- From what they are saying, decide what these people are doing or are about to do. There may be more than one good answer.

Lisa: How many potatoes will you need for the soup?

Frank: About ten, I think.

Lisa: OK, I'll fix them.

1. *Lisa is peeling potatoes.*

Joe: I think the steaks are burning!

Pat: Oh, my goodness, you're right! Open the oven door quickly!

2. _____

Mother: How much milk do you want, Bobby?

Bobby: Just half a glass, Mom.

3. _____

Jerry: The onions are making me cry!

Kathy: Put some lemon juice on your knife — it will help!

4. _____

Mother: Give Grandpa the biggest piece, dear.

Father: OK, this is the biggest piece of turkey I have cut.

5. _____

4 A Recipe

- Write down a recipe for food that you know how to make. It might be as easy as toast or as hard as cheesecake! Tell exactly what to do. Use as many kitchen verbs as possible.

22

The Bedroom page 32

1 Change the Sheets

- How do you make a bed? Put the sentences in the correct order.

○○

- _____ Then put the flat sheet on the bed.
- _____ Then put the fitted sheet on the bed.
- _____ Put the bedspread on top of the blanket.
- 1 _____ Take off the dirty sheets.
- _____ Place the pillows in the pillowcases.
- _____ Put the comforter at the foot of the bed.
- _____ Put the blanket on the bed.
- _____ Put the pillows on the bed.

2 A New Look

- Read the following paragraph and underline all the words from page 32.

●○

Randy and Norma Chiu decided to redecorate their bedroom. The curtains and bedspread used to be yellow; now they are blue. They decided to take down the blinds and put up new draw curtains. They chose light green sheets and pillowcases to go with the blue bedspread. They replaced the double bed with a king-sized bed and threw away the headboard and footboard. Their bureau and chest of drawers used to be in dark wood, but yesterday they bought new ones, painted black. Last winter, Norma made a lovely dark green comforter, but they put it away because the weather was too warm for it then. They'll probably take it out in a week or so. Finally, Randy wants to call the telephone company tomorrow to order a blue phone for the bedroom. The jack is already there, so there's nothing to do but plug in the cord. They're sure they'll enjoy the new look of their bedroom.

3 Questions

- Answer these questions on another sheet of paper.

●●

1. What do they have to cover their bedroom window?
2. What kind of furniture do they have now?
3. What used to be yellow?
4. What did they put away for a while?
5. What will Randy order tomorrow?

1 Help!

- List any items from page 33 that might be useful in these situations.
○○

1. Change the baby's diapers! _____
2. The baby is hungry! _____
3. The baby is unhappy and crying! _____
4. The baby is sleepy! _____
5. Take the baby for a walk! _____

2 Dear Doctor Brock

- The following problems were taken from letters written to a famous baby doctor. Help the doctor give good advice by filling in the blanks with words from page 33. There may be several good answers.
○○

1. Whenever the phone rings, I'm afraid to leave the baby to answer it. If I take the baby with me, he screams so loudly that I can't hear!

Put the baby in a _____ and give it a _____ to play with.

2. Our baby is just starting to walk, and she falls a lot. We're afraid she'll hurt herself. What should we do?

Buy a _____ for her to walk in so she can't hurt herself.

3. Our daughter just had a baby. Our son-in-law smokes, and we're afraid our daughter's house is not safe from fire. What do you suggest?

All houses should have a _____ whether there's a baby in the house or not.

4. Yesterday I overheard my sister tell my mother that my baby didn't smell as good as her baby. I was angry, but maybe she's right! What's your advice?

Many parents use _____ and _____

_____ to help keep their babies smelling sweet.

4 From Start to Finish

- Now write entire sentences like the ones in exercise 3. Use the two words given below.

1. drain/plunger

2. circuit breaker/flashlight

3. garbage/garbage can

4. window/window cleaner

5. vacuum cleaner/broom

6. dust/dustpan

5 Cleanup Time!

- Think of the way your house or apartment looks right now. Pretend that your English teacher is going to visit you this evening, and you want the place to look its best. Write a paragraph on the three cleaning jobs you would do today after you got home from school and explain those jobs.

26

A Workshop pages 36–37

1 A Hard Job

- You have a job to do. Which tools would you choose? You may choose several, and you may use a word more than once.

1. Fix a leaky pipe. *wrench, pliers,* _____
2. Make a wooden table. _____
3. Replace a wall switch. _____
4. Hang a heavy picture on a wall. _____
5. Pull out some nails from a wall. _____
6. Refinish an old chair. _____
7. Fix a broken window. _____

2 The Room That Jack Painted

- Read the following paragraph. Find five tools that are not used correctly and cross them out. Write the name of the correct tool on the lines to the right.

Jack decided to paint his living room. The old paint was peeling off, so he used a drill to remove it. Then he used a mallet to make the walls smooth. He used a small piece of sandpaper to do the corners. He decided to use a saw instead of a paintbrush, and since he already had the pan, all he had to buy was paint. Before he began, he decided to remove all the switch plates from the walls with a hammer. He looked around his workshop and finally found one lying on his workbench. Soon he was ready to paint. That job was easy. When he finished, he put back all the switch plates. That job was hard because he could not find the old screws, and he didn't have the right-sized wrench.

1. _____
2. _____
3. _____
4. _____
5. _____

3 The Dictionary Workshop

- Here are some expressions that use workshop vocabulary. See if you can find out what they mean in a larger dictionary. Write their meanings on another sheet of paper.

1. He's nuts!
2. Can you nail down the cost?
3. That'll throw a monkey wrench into it.
4. Learn the nuts and bolts of English!
5. The police nailed the robber.
6. She hit the nail on the head.
7. She's a live wire.
8. He painted the town red.

1 Household Chores

● Answer these questions. Follow the examples.

○○

A. What can you do to these items?

1. floor *Sweep it.*

3. bed _____

5. bathtub _____

2. mirror _____

4. wet dishes _____

6. laundry _____

B. What can you do with these items?

1. soap *Wash with it.*

3. cleanser _____

5. clothespin _____

2. paper towels _____

4. hammer _____

6. wrench _____

2 Question and Answer Time

● Answer the following questions.

●○

1. Name something you can wash and iron. _____

2. What do you need in order to vacuum? _____

3. Name four things you can dust. _____

4. Name three things you can change. _____

5. Name three things you can dry with. _____

6. Name four things you can wipe with. _____

3 A Busy Schedule

● The Simpson family has a lot planned for the month of May.
 ●○ Look at the calendar on the opposite page. Add four reminders for them about the jobs they have to do in order to be ready for visits, meetings, etc. One note has already been included for May 27th.

| M A Y | | | | | | |
|----------------------|------------------------------|---------|---|---|--|----------|
| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 7:30 Business meeting at house | 7 | 8 | 9 |
| 10 Grandma visits | 11 | 12 | 13 | 14 | 15 Mary's Birthday Party 8:00 | 16 |
| 17 | 18 ← Out of town guests → | 19 | 20 | 21 | 22 | 23 |
| 24 31 | 25 | 26 | 27 WASH CLOTHES | 28 Trip to the mountains (500 mi) | 29 | 30 |

4 Preparation Paragraph



On another sheet of paper, write a paragraph on all the chores the Simpson family has to do in May. You might want to start out with a sentence like this—*There are a lot of household chores for the Simpson family to do if they want to be prepared in the month of May.*

1 First Things First

- Look at the pairs of sentences. Decide which action came first.
 ○○ Circle that sentence.

- | | |
|--|--|
| 1. The doctor put a cast on her leg. | They took an X ray. |
| 2. He sat on the examining table. | The doctor listened with a stethoscope. |
| 3. The nurse filled the syringe. | The doctor stuck the needle in his arm. |
| 4. The oral hygienist put the instruments on a tray. | The dentist took a mirror and looked into her mouth. |
| 5. The doctor began to take stitches. | The nurse cleaned his arm with alcohol. |

2 Order, Please!

- Read the following sentences. Number them according to time order. The first one is done.

A.

- _____ So the attendants helped her to a wheelchair.
- 1 _____ The patient tried to use the crutches, but she couldn't.
- _____ The nurse began to look at her chart.
- _____ They wheeled her into the examining room.

B.

- _____ She washed his cut with alcohol.
- _____ The nurse took off the Band-Aid.
- _____ The patient had a Band-Aid on his arm.
- _____ She put a clean gauze bandage on his arm.

C.

_____ The dentist pushed the pedal and the chair moved back.

_____ The patient used the basin.

_____ The dentist used the drill.

_____ The patient sat in the dentist's chair.

3 A Talk With the Doctor

●● Finish the conversations by filling in the blanks.

1. A: "Doctor, what will you do to my arm?"

B: "I'll take an _____ of it, and if it's broken, I'll put
on a _____ and put your arm in a _____."

2. A: "Doctor, what's that thing hanging around your neck?" asked
the little boy.

B: "It's called a _____, and with it I can hear your
heart beating."

4 A Frightening Experience?

●● The doctor's or dentist's office can be a frightening place.
Choose two or three items from page 39 that most people are
afraid of or dislike a lot. Write a short paragraph on why they
dislike them, and whether you also are afraid of them. Start
your paragraph with: *Many people hate to go to the doctor's or
dentist's office.*

1 You're the Doctor

- Match the following complaints and remedies.

- | | |
|--------------------------------------|------------------------------------|
| _____ 1. I have a cold. | a. Here's a heating pad. |
| _____ 2. I think I broke my arm. | b. You need an ice pack. |
| _____ 3. I've sprained my ankle! | c. Get plenty of bedrest. |
| _____ 4. Look at this black eye! | d. Let's take an X ray. |
| _____ 5. I have a terrible backache. | e. Let's put a stretch bandage on. |

2 Medical Record Form

- Fill out this form as if you were doing it for your doctor's records.

- Do you often have headaches? ____ If so, how often? _____
- Have you ever had a fever? ____ If so, how often? _____
- Have you ever broken a bone? ____ If so, which one(s)? _____
- Have you ever had surgery? ____ If so, what kind? _____
- Do you often have sore throats? ____ If so, for how long? _____
- Do you take any medication (pills/tablets/capsules)? _____
If so, what kind? _____
- Do you take any medication by injection? ____ If so, what kind? _____
- Do you know your blood pressure? ____ If so, what is it? _____
- Do you bruise easily? _____
- Do you get rashes from any foods? ____ If so, which food(s)? _____

3 Idioms

- Choose a partner and, with the help of a larger dictionary, find out what the following sentences mean. Write their meanings on another sheet of paper.

- | | |
|---|---|
| 1. That news is a bitter pill to swallow. | 4. My old friend was a sight for sore eyes. |
| 2. That horror movie gave me the chills. | 5. There has been a rash of new workers in the factory. |
| 3. When my boss said I was doing well, it was a real shot in the arm. | |

1 Hot Lines

- Read these conversations. What item are the people talking about? There may be more than one good answer.

1. A: I smell smoke.
B: I do, too!

They are talking about fire.

2. A: His head wasn't injured.
B: It's good that he was wearing one!

4. A: We need one to break the windows!
B: There's one in the back of the fire truck.

5. A: Every tall building should have one.
B: Yes, it's another way to leave a tall building.

3. A: She has a very hard job.
B: Yes, but think of all the people she has saved.

6. A: Get the water closer to the fire!
B: It's not long enough!

2 Where There's Smoke There's Fire!

- Fill in the blanks in this story with words from page 42. You may use words more than once. End it by writing some of your own sentences on another sheet of paper.

Last January, there was a fire on the second floor of my apartment building. A

_____ arrived only six minutes after the _____ started. The _____ found a woman trying to put out the fire with a _____. It was not enough. They returned to the street and connected a _____ to the _____ outside our building. Soon _____ filled the building, and it was hard to breathe. The fire fighters put a _____ up to the second floor, carried up a heavy _____, and then broke the window with an _____. They pumped lots of water on the fire. Many people left the building by way of the _____. A few people were injured, so they had to call an _____.

1 Your Choice

- Read these sentence beginnings. Circle the best ending for each beginning.

- The police officer showed
 - her badge to the judge.
 - his jury box to the defendant.
- The detective found
 - no fingerprints on the gun.
 - no robes in the jail.
- The judge said the
 - witness must go to jail.
 - defendant must go to jail.
- The judge hit
 - the jury box with his robes.
 - the table with his gavel.
- The police officer had to hit
 - the suspect with his nightstick.
 - the transcript with her badge.
- The detective put his
 - handcuffs into his holster.
 - gun into his holster.

2 Who Said It?

- Read the following quotes. Decide who is talking.

- Ten years in jail! *the judge*
- All 12 of us believe the defendant is guilty. _____
- I saw the suspect rob the bank. _____
- I will prove that the defendant did it. _____
- I caught her and put the handcuffs on her. _____
- I will prove that the defendant didn't do it. _____

3 The Perfect Ending

- Add your own endings to each of these sentence beginnings.
● Use the words given in parentheses.

- (witness stand) The prosecuting attorney *walked to the witness stand.*
- (jail) The suspect _____
- (court) The judge _____
- (witness stand) The witness _____

1 Giving Directions

- Look at the picture in the Dictionary. You know this city very well. As people ask you questions about places in the city, direct them. Use the prepositions *across from* or *next to*.

- | | |
|--------------------------------|---|
| 1. Where's the bakery? | <i>It's next to the department store.</i> |
| 2. Where's the parking garage? | _____ |
| 3. Where's the newsstand? | _____ |
| 4. Where's the fruit market? | _____ |
| 5. Where's a trash basket? | _____ |
| 6. Where's the bus stop? | _____ |

2 General City Questions

- Answer these questions about the picture with complete sentences. There may be more than one good answer.

- | | |
|--|---|
| 1. What do people walk on in the city? <i>People walk on sidewalks.</i> | 7. What is at 201 Main Street? _____ |
| 2. Where can I throw out some paper? _____ | 8. Where can I buy a birthday cake? _____ |
| 3. Where can I catch a subway? _____ | 9. What is at most busy intersections? _____ |
| 4. Where do I look for street names? _____ | 10. Where do people live in the city? _____ |
| 5. Where can I buy medicine? _____ | 11. Where do many people work? _____ |
| 6. What do babies often ride in? _____ | 12. Where can I buy a magazine? _____ |

13. What changes from red to green?

14. Where can I find a good book?

15. Where should you cross the street?

16. Where's a good place to sit?

17. Who directs traffic?

3 You Are There!

- Read the following conversations and decide where the people are. Use the prepositions *in*, *on*, or *by*.

1. A: How much money should I put in?

They're by a parking meter.

B: A dime is enough. We won't be gone long.

2. A: Watch out, there's a car coming!

B: He didn't see us crossing!

3. A: How much do the cookies cost?

B: They're \$1.50 a dozen.

4. A: Fourth floor, please.

B: I want that floor, too!

5. A: Let me call Dan and tell him I'll be late.

B: OK, you can call from here.

6. A: Don't throw that away on the street!

B: Throw it in here!

7. A: Look both ways before you cross.

B: OK, Mommy.

8. A: When do you think the number 5 will come?

B: It will be here in five minutes.

4 Lots to Do

- Look at these things that Kim must do and buy. Then look at the picture. Write a paragraph explaining how Kim will get everything done. Tell where she will walk and what she will pass. She will start at the parking garage. Use words like *first*, *second*, *third*, *then*, *next*, *after that*, and *finally*. Try to use 15 words from pages 44–45.

Buy

newspaper, blouse, cosmetics,
oranges, and pears

Do

call her boyfriend
mail a letter

5 My City

- No cities or towns are perfect. Think of the city or town where you are from. Explain three or four things that you like about it and three or four things that you don't like about it.

Things I Like

Things I Don't Like

1 Help!

- You must do the following jobs. Decide what you'll need.

Need

- | | |
|--|----------------------------|
| 1. Send a package to a friend. | <i>label, tape, string</i> |
| 2. You're on vacation. Send a card. | _____ |
| 3. Send a letter to another country. | _____ |
| 4. Send a friend some money by mail. | _____ |
| 5. Your sister's birthday is tomorrow, and you forgot to send her the gift you bought. | _____ |

2 Rules to Remember

- Use the following words to write five rules about mailing letters, postcards, and packages. You may use a word more than once. Try to use all the words somewhere in the five sentences.

| | | | | |
|--------|-------|----------------|----------|----------|
| mail | stamp | return address | packages | string |
| letter | tape | mailbox | zip code | envelope |

- Remember to put your mail into the mailbox on time.
- _____
- _____
- _____
- _____

3 The Letter Carrier

- Fill in the blanks in the following story. Use any of the words on page 46. Do not use a word more than once.

The _____ took her _____ from the _____ and began to walk down the street. When she got to the

Martin house, she took a box out of her bag and rang the bell. "Here's a _____ for you," she said to Mrs. Martin. Mrs. Martin thanked her, and the letter carrier left. Later, Mrs. Martin saw that the box was not for her. "Wait a minute," she said to herself. "This is the right _____ and _____ on the _____, but this is not my name." It was addressed to Mrs. Martinez. She used to be Mrs. Martin's neighbor until she moved away. Mrs. Martin looked at the _____ to see if she knew the person who sent it. She didn't know that person. The _____ showed that it had been mailed the day before.

Mrs. Martin ran after the letter carrier, but she had already left. So Mrs. Martin took the box to the _____. She stood in line for about five minutes and then went up to the _____. She told the _____ what had happened. He took the box and marked it RETURN TO SENDER.

4 You Decide!



Answer these questions about the story in exercise 3 on another sheet of paper. The story may not give you the exact answer, so you may have to guess. Use at least one word from page 46 in each answer.

1. Why didn't the letter carrier put the box in Mrs. Martin's mailbox?
2. Why didn't Mrs. Martin give the box right back to the letter carrier?
3. How did Mrs. Martin know the box was not for her?
4. Why didn't Mrs. Martin mark RETURN TO SENDER on the box, put it by her front door, and let the letter carrier pick it up the next day?

1 Odd Man Out

- Circle the word that does not belong. Tell why.

- encyclopedia dictionary magazine *It's not a reference book.*
- photocopy machine microfilm reader subject _____
- title call number author globe _____
- library card periodicals section reference section _____

2 Information, Please!

- You work at the information desk of your local library. Help out the people who ask the following questions by writing directions on another sheet of paper. There may be more than one good answer.

- Where can I find the magazine *Reader's Choice*?
Look in the periodicals section.
- Where do I go to take out this book?
- I need to see a map of Asia.
- What's the meaning of "anthology"?
- Where can I find the call cards?
- I need to find a book by Mark Twain.
- Where can I find information on the history of the United States?
- Where is Japan in relation to England?
- Where will I find the encyclopedias, atlases, dictionaries, and maps?
- Can someone help me find some reference books?
- I have the call number for the book I want. Where will I find the book?
- Which part of the card catalog will help me find books on medical care?

3 Research

- You are going to write a paper on George Washington for your English teacher. You don't know anything about him, so you decide to visit the public library. Explain how you would find information about George Washington. Write several paragraphs with lots of details. Use words like *first*, *second*, *after that*, *then*, *next*, *before that*, and *finally*.

1 Definitions

● Find a word from page 48 for each definition below.

1. a member of the Army _____
2. a knife-like attachment to a rifle _____
3. an underwater ship _____
4. what you pull to fire a rifle _____
5. the part of the gun where the bullet travels _____
6. a submarine instrument to see above water _____
7. the branch of the armed forces to which sailors belong _____
8. an explosive dropped from the air _____
9. an explosive thrown by hand _____
10. an Army vehicle for transport _____

2 Follow the Order!

● Put these groups of four sentences into chronological order.

A.

- _____ The airman jumped out of the plane with his parachute.
- _____ Friendly soldiers found him on the ground.
- _____ The fighter plane was hit.
- _____ The enemy shot bullets at the airman from the ground.

B.

- _____ He saw an aircraft carrier in the distance.
- _____ The submarine went through the water just below the surface.
- _____ He plotted a new course to avoid it.
- _____ The captain raised the periscope to see if there were any ships nearby.

3 Groupings

● Choose a word or words from each section on page 48 and form sentences like this example: *A sailor shot a shell from a battleship.*

1 What's My Line?

- Find a partner and decide what kind of truck you would like to drive. Write it down on another sheet of paper. Join another pair of students, and see if you can guess what kind of truck they have chosen by asking three yes/no questions. Then have them try to guess yours!

2 The Truckers' Cafe

- The following comments were overheard at the local truckers' cafe. Read each comment, decide what kind of driver is talking, and write what kind of truck he/she drives.

1. Trash cans are very heavy!

A sanitation worker who drives a garbage truck.

2. Delivering oil is a dangerous job!

3. I've moved five rooms of furniture today!

4. I'm on my way to pull a broken-down car to a service station.

5. They bought a lot of hamburgers today!

6. I still have six more packages to deliver.

7. I have seven new automobiles on the truck.

8. I hope it doesn't snow again tomorrow!

9. I'm loaded with two tons of dirt!

10. The mixer makes so much noise!

11. You wouldn't believe how dirty the city streets are!

3 Dear Gabby

- The person who wrote the following letter has a problem. Read the letter and pretend you are Gabby. Write a good answer, giving your best advice on what to do and what not to do. Use as many words from page 49 as possible in your answer.

Dear Gabby,

I've been a mover for 15 years. I hurt my back lifting a heavy refrigerator and have not been able to work since. My doctor says I can't do any more heavy lifting. All I have ever done is move furniture. Since I like to drive trucks and am good at it, I would like to find another job driving. What kind of work do you think I ought to try? I must find a job because my family needs the money!

Sincerely,

1 What Do You Call It?

- Look at the picture of the car interior in the Dictionary. Read the sentence beginnings and decide which item you would use or look at. Complete each sentence. There may be more than one good answer.

- When you want to rest your neck, use the *headrest*.
- When you park on a hill, _____
- When the sun is in your eyes, _____
- When you want to see how fast you're going, look at the _____
- When you want to see the driver behind you, _____
- When you want fresh air, _____
- When you want to start the car, _____
- When you want to be safe in an accident, _____
- When you want to see if you're out of gas, _____
- When a dog runs out in front of you, _____
- When you want to see how far you've gone, _____
- When you want to make a turn, _____
- When you want to speed up, _____
- When you want to shift gears, _____
- When you want to put a map away, _____

2 You Be the Mechanic

- Here are some problems that friends tell you they're having with their cars. What do you think is wrong? There may be more than one good answer. You may use an answer more than once.

- There's a loud knock in the engine. *It may be the fan belt.*
- The stations on my radio don't come in clearly. _____

3. The temperature indicator light is on. _____
4. I smell gasoline. _____
5. My car is leaking cooling water. _____
6. My tires squeal when I make a turn. _____
7. The dipstick came out almost dry. _____
8. All of my lights are dim. _____

3 Insurance Claims

- Insurance companies must know what kind of damage accidents cause. You work for an insurance company. Decide which parts of the cars were probably damaged.

| Situation | What was damaged? |
|---|----------------------------------|
| 1. Mary ran over some glass in the street. She had a blowout, lost control of the car, and hit a tree. After changing her tire, she was able to drive the car home without trouble. | _____ _____ _____ _____ |
| 2. Tom was traveling 25 mph and was hit head-on by an oncoming car. He could not drive the car home. There was glass and water all over the street. | _____ _____ _____ _____ |
| 3. Sherry was leaving a parking space at the supermarket and backed into another car. She left her name on the other car's windshield and drove home. | _____ _____ _____ _____ |
| 4. Bart was driving along a city street and didn't see a red light. He had to stop suddenly. The car in back of him hit him hard. Bart was able to drive home. | _____ _____ _____ _____ |

4 Buying a Car

●● Read the following paragraph and answer the questions.

When you shop for a car, you must check to see that it drives well. But, in addition to this, you should make sure that the car is safe and comfortable on the inside. For example, find out if the instruments on the dashboard are easy to read and well lit at night. Make sure the glove compartment is large enough for your needs. Check to see that you can adjust the driver's seat so that the steering wheel is not too high or too low. Be sure to sit in the seats long enough to know that they are comfortable, and make sure the seat belts are easy to fasten and unfasten. It is a good idea to check the door locks on all the doors, and if you often drive children, it might be good to get a car with "child-proof" door locks on the back doors. Take the car on a test drive and see that the turn signal lights, emergency brake, and indicator lights work. Check to see that there are enough vents if you live in a hot area and need air conditioning. It's better to spend a little time checking your car before you buy it than to be sorry afterward.

1. Name two things to check that have to do with comfort.

2. Name three things to check that have to do with safety.

3. What do you suppose "child-proof" door locks mean?

4. Why might it be bad if the steering wheel is too high? Too low?

5. Who needs to check the vents carefully?

1 Buying a Bike

- Read the following descriptions of bikes and people looking for bikes. Then choose the best bike for each person.

- | | |
|--------------------------------|--------------------------------------|
| A. motor scooter | D. dirt bike |
| B. tricycle | E. full-sized motorcycle |
| C. three-speed woman's bicycle | F. child's bike with training wheels |

- _____ Timmy is three years old, and his parents are looking for his first bike.
- _____ Susan is seventeen, and she is looking for a quick way to go back and forth to high school and her part-time job. Her bicycle is too slow, and her parents are afraid of fast motorcycles.
- _____ Lisa wants to get more exercise. A friend recommended that she ride a bike several times a week. She's looking for a good buy—she doesn't have much money.
- _____ Dave just got a new job in a city fifteen miles away. He doesn't have enough money for a car. He needs a cheap, fast way to get to work.
- _____ Jerry is fourteen years old, and his parents are looking for a strong bike that he can use on hilly dirt roads.
- _____ Sandy is six years old and has never had a bike before. Her parents are looking for a safe bike for Sandy to ride.

2 Bicycle Care and Safety

- Read the following paragraphs and answer the questions.

Here are some things that everyone should know about bike care and safety. First of all, bicycles should be kept in good condition and well-equipped. For example, be sure that the brakes work well. If you have hand brakes, check them often. Also, be sure to check for flat tires or tires that are losing air. Always carry a hand pump with you. Otherwise, you might have to walk a long distance! You may ruin your wheels if you ride with a flat tire. All bikes should have horns for emergency situations, and, of course, all bikes should have reflectors for nighttime riding. You can never be sure when you will have to ride your bike, so it's best to be prepared. Be sure that your chain is covered, and, to be safe, always tie the bottom of your pants leg if you're wearing pants.

When you ride your bike, never carry passengers on the handlebars or fenders because this is dangerous. Always pedal your bike with the traffic and never against it. Wear a helmet and carry a good lock and cable. Always lock your bike in a bike stand if there is one nearby. Do these things and you will enjoy using your bicycle.

1. Name three things to carry with you.

2. Why are reflectors a good idea?

3. Name two things to check for.

4. Why should chains be covered?

5. Why are passengers on the handlebars or fenders dangerous?

6. Why is it a good idea to wear a helmet?

3 The Perfect Bike



Think of your own situation and needs. Describe the bike that would be most useful for you.

1 Word Scramble

- Look at the picture in the Dictionary. Then unscramble the following sentences on another sheet of paper.

1. a is A behind camper trailer
2. exit truck will A soon
3. near hitchhiker is speed limit A sign the
4. is a overpass car on There the
5. ahead A is of motorcycle a van
6. bus behind a is passenger A car
7. area are in two cars the service There
8. tollbooth the driver is A at paying

2 Driver's License Test

- Choose the best answer for each question.

1. Never drive on the _____.
 - a. shoulder of the road
 - b. the right lane
 - c. the left lane
2. Slow down as you get to the _____.
 - a. cloverleaf
 - b. center divider
 - c. exit ramp
3. Never cross _____.
 - a. an overpass
 - b. a cloverleaf
 - c. the center divider
4. When you hear an emergency vehicle, pull into the _____.
 - a. left lane
 - b. right lane
 - c. tollbooth
5. Get onto an interstate highway from _____.
 - a. an entrance ramp
 - b. an exit ramp
 - c. a service area

-
6. Slower traffic should stay in the _____.
 - a. left lane
 - b. center lane
 - c. right lane
 7. Always obey the _____.
 - a. gas pump
 - b. speed limit
 - c. exit sign
 8. If your car breaks down, pull onto the road's _____.
 - a. shoulder
 - b. entrance ramp
 - c. air pump
 9. Always stop at _____.
 - a. service areas
 - b. exit signs
 - c. tollbooths
 10. Vehicles in the right lane must watch out for cars on the _____.
 - a. exit ramps
 - b. entrance ramps
 - c. overpasses

3 Traffic Problems

- Look at the picture again. On another sheet of paper, give the drivers in the following situations exact directions to accomplish what they want to do.

1. The motorcycle wants to exit at the cloverleaf.
2. The van wants to use the service area.
3. The car on the overpass wants to get on the interstate highway.
4. The car at the gas pumps needs air in its tires.

4 Emergency

- Have you ever had a bad experience on a highway? Write a paragraph about your worst experience on the road.

1 Category Search

- Find words for each of the following categories. Write your answers on the lines below.

1. Seven people

2. Four things made of paper

3. Two things that cost money

4. Nine forms of public transportation

5. Two things to pull or hold

6. Five forms of public transportation that run on a track

2 Cultural Questions

- Choose the best answer and tell why you chose it. There may be more than one good answer.

1. An elderly man gets on a crowded bus. A middle-aged woman rider should

- a. get up and motion to her seat.
- b. stay seated and say nothing.
- c. ask if he would like her seat.
- d. other

2. A taxicab driver gives you your change in ten-dollar bills. You don't have any smaller change, and you don't want to tip ten dollars.

- a. Ask the driver if he has change.
- b. Leave no tip.
- c. Ask the driver to wait a minute and get change from a nearby store.
- d. Other

-
3. The driver of a horse-drawn carriage has given you a very nice tour of the city. Give
- a 5% tip.
 - a 15% tip.
 - no tip.
 - other
4. The person next to you on the train is sitting very close to you, and you begin to feel uncomfortable.
- Pull the emergency cord.
 - Change your seat.
 - Leave the train.
 - Tell the conductor.
 - Other

3 Plus or Minus

- Decide if each of the sentences below is an advantage or a disadvantage for that type of public transportation. Put a plus in front of the advantages and a minus in front of the disadvantages.

Bus ____ Riders must always have correct change for the fare box.
 ____ Riders can get transfers from one bus route to another.

Subway ____ The conductors speak fast, and it's hard to understand them.
 ____ During rush hours there are many subways to choose from.

Train ____ Commuter trains never have to go through traffic.
 ____ Train timetables are long and difficult to understand.

Taxi ____ Taxi fares are expensive, and the passenger must tip the driver.
 ____ Taxicabs are often the quickest way to get around in the city.

4 The Question, Please!

- Write a good question for each of the following answers on the lines below. Follow the example.

1. Ask the bus driver. *What do you do if you're not sure of your stop?*


2. Pull the cord! _____

3. Hold onto the strap. _____

4. Look at the timetable. _____

-
5. Look at the meter. _____
 6. Take a horse-drawn carriage. _____
 7. Ask the conductor. _____
 8. Give a good tip. _____
 9. Go to a taxi stand. _____
 10. Listen to the conductor. _____
 11. Offer your seat. _____

5 Transportation Survey

-  Find out the answers to the following questions. Write your findings and report them to the class.

1. Where is the closest bus stop to your school? _____

2. What is the bus fare in your town/city? _____
How much is a transfer? _____
3. Is there a subway in the nearest large city? _____ If not, why not?

4. Does a commuter train run through your town/city? _____ If so, get a timetable and find out when it stops in your town.
5. What is the name of the taxi company that serves your town/city?

What is the base fare? _____ What is the fare per mile? _____

How much would it cost to go by taxi to the closest airport? _____

6. Are there any "other" forms of public transportation (see section E on page 55) in your town/city?

1 Quotes Match

- Match the following quotes to the people who might say them.
 □□ Choose from the people on page 56.

- _____ 1. Put your carry-on bag on the conveyor belt.
 _____ 2. May I see your boarding pass?
 _____ 3. This is Captain Miller speaking from the cockpit.
 _____ 4. Oh, no, I think I've lost my ticket!
 _____ 5. I'll put your baggage on the dolly.
 _____ 6. Please put up your tray table, we're about to land.
 _____ 7. Would you go through the metal detector again, please?
 _____ 8. Where can I put my garment bag?

2 Dialogue Completion

- Connie and Pete Wallace are about to take their first plane trip.
 ● Fill in the blanks in the following conversation with their travel agent.

Pete: What's the easiest way to check in?

Agent: Go directly to the _____. Someone will tear off a part of your _____ and give you your _____ so that you can get on the plane. He'll also take all of the _____ that you want to check.

Connie: How many _____ can we take on the plane with us?

Agent: You can take two, but remember, anything you take on the plane will have to go through the _____.

Pete: Oh, that's right. Will that hurt my film?

Agent: It shouldn't, but it's best to ask the _____. Also, it's good to remember that all carry-on bags must fit under your seat or into the _____.

3 A Smooth Trip



Write a paragraph about the woman in the picture. Answer the following questions in your paragraph. Be sure to name the traveler and give the date, time, and cities involved in the introduction.

1. Where does she check in?
2. What kind of baggage does she have?
3. Who carries her baggage?
4. Where does she go after the baggage check-in and what does she do there?
5. Where does she board?
6. Who puts her baggage up and where is it put?
7. Where will she sit?

1 From Hot Air to Jets

- There are nineteen words from page 57 in this reading. Find and underline them.

Since early times, man has been interested in flight. In the 11th and 12th centuries, men wrote of their attempts to tie wings to their bodies in order to fly. In the 16th century, Leonardo da Vinci made careful studies of birds and then drew pictures of flying machines that went straight up into the air. They looked a lot like modern helicopters complete with rotors! The first real flight was in a hot air balloon in 1783. Later, balloons with propellers were invented, called blimps. In the 1890s an aircraft was developed that looked very much like an airplane, but without an engine. It was the first glider. The first manned flight in a propeller plane, however, was in 1903. This plane, developed and flown by the Wright Brothers, had all six essential parts of an airplane—a fuselage,

wings, tail, rudder, an engine, and wheels. Today these propeller planes seem very old-fashioned. Jet engines were soon to follow, however. Developed in the 18th century, the jet engine was first thought of for use on an aircraft in 1908. Now jet planes are very common.

Today, aircraft are commonly used for both sport and transportation. Hot air balloons are used as a form of recreation, and many daredevils enjoy the thrill of flying in hang gliders. It is not unusual to see business people in their own private jets. From busy airport terminal buildings, we see control towers directing runway traffic, huge cargo planes unloading at their cargo areas, and passenger planes on their way to huge hangars. Think how far air travel has come!

2 Just the Facts, Please

- Now, on another sheet of paper, answer these questions.

1. How did man try to fly in the 11th and 12th centuries?
2. How did Leonardo da Vinci try to find out about the art of flying?
3. When was the first real flight? What kind of aircraft was it?
4. What is a blimp?
5. What is the main difference between a glider and an airplane?
6. What did the Wright Brothers do?
7. What are the six necessary parts of an airplane?
8. When were jet engines developed?

3 Research

- Find out more about the six main parts of an airplane in a larger dictionary. Write an eight-sentence paragraph starting with this: *Most airplanes have six main parts.* Each of the next six sentences should mention a part and give a definition. Use words like *first*, *second*, etc. The eighth sentence will be your conclusion.

1 That's Not True!

- Write five false sentences about the picture in the Dictionary.
- Exchange papers with a partner and correct the sentences. There may be more than one way to correct them.

The ferry is at the dock. The ocean liner is at the dock.

2 In Port

- Look at the picture to fill in these blanks. There may be more than one good answer, and you may use a word more than once.

The people on the pier gathered to watch the little _____ guide the huge _____ past the _____ to the _____. Everyone wondered what kind of cargo it was carrying. There were lots of _____ being lifted out of the _____ of the ship. On the ship's _____, workers began to hurry back and forth. After a while, the overhanging _____ started to lift the containers off the ship.

Nearby, an equally large _____ liner made ready to leave the _____. Several people ran up the _____, and workers began to untie the _____. As smoke rose from the _____, the _____ of the ship slowly moved away from the _____. There were probably many passengers on the ship because there were seven _____ on one side of the ship alone!

In the distance, to the right of the _____, the crowd could see a long oil _____. The _____, _____ and even the tanker, looked tiny in contrast to the enormous ships in dock.

3 Idioms and Expressions

- See if you can find out what these terms mean. Explain their meanings on another sheet of paper.

1. shipshape 2. in the same boat 3. barge in

44

Pleasure Boating page 59

1 Analogies

- Fill in the blanks with a word from page 59.

1. A paddle is to a canoe as an oar is to a _____.
2. A sail is to a sailboat as an outboard motor is to a _____.

2 Odd Man Out

- Circle the one that doesn't belong and tell why.

1. boom tow rope mast *It isn't part of a sailboat.*
2. rudder centerboard life preserver _____
3. windsurfer water-skier cabin cruiser _____
4. cabin cruiser dinghy motorboat _____
5. sailboat canoe kayak _____

3 Where Are They?

- Read the following dialogues and decide where the speakers are.

- | | |
|--|--|
| 1. A: Do we have any more gas in the boat? B: No! I hope we don't get stuck in the lake! <i>On a motorboat</i> | 4. A: We're not going very fast! B: That's for sure! Give me the oars for a while! _____ |
| 2. A: Watch out for the boom! B: Thanks, I didn't see it coming! _____ | 5. A: We need to turn around pretty soon. B: OK, let's both paddle on one side for a while. That should turn us. _____ |
| 3. A: Hello over there! That looks like fun. B: It is if you know how to paddle it correctly and not turn yourself over. _____ | |

4 Student Interview

- Choose a partner and interview each other about the types of water sports you have done or would like to do. Report back to the class.

1 Girls' Names

- As a class, decide how many of the flowers from pages 60–61 can be used as girls' names in English and also in your native languages. Can you think of any other flowers that can be used as names?

2 Matching

- Find all the parts that belong to each plant. You will use some letters several times.

- | | | | | |
|-------------|----------------------|-----------|----------|-----------|
| 1. rose | d, e, g, h, j, m, n, | | | |
| 2. oak | _____ | a. bulb | f. cone | k. trunk |
| 3. daffodil | _____ | b. needle | g. petal | l. bark |
| 4. pine | _____ | c. acorn | h. bud | m. root |
| 5. cactus | _____ | d. stem | i. grain | n. branch |
| 6. wheat | _____ | e. thorn | j. leaf | o. twig |

3 Sentence Construction

- Write a sentence for each of the trees mentioned below. Use the information following each tree. Study the examples.

We get flowers from magnolia trees.

Magnolia trees give us beautiful, big, white, fragrant flowers.

We can make a beautiful bouquet from the magnolia tree.

Beautiful flowers grow on magnolia trees.

- magnolia—beautiful, big, white, fragrant flowers
- dogwood—lovely, white, four-petaled flowers
- holly—bright red berries and shiny green leaves
- pine—interesting cones and sharp needles
- redwood, pine, and oak—building materials and furniture
- maple—furniture
- palm—coconuts

-
8. maple—syrup
 9. willow—aspirin
 10. eucalyptus—cough drops

4 Flower Names

- Underline all the flower names in the reading below. (There are fifteen.)

Did you ever wonder how flowers got their names? Many flowers were named after people. For example, the gardenia was named after Dr. Alex Garden, a botanist from Scotland. Dr. J.R. Poinsett, from the United States, developed the poinsettia, and the zinnia was named after a German professor of botany, Johann Zinn. Some were even named after gods, goddesses, and religious figures. The iris was named after the Greek goddess of the rainbow, Marigold originally meant Mary's gold.

Other flowers have names that simply describe them. For instance, the buttercup looks like a cup of butter, and the sunflower, of course, looks like the sun. In the English of long ago, daisy meant day's eye, and it certainly does look like an eye!

Still other flowers have names that were originally words in other languages. These words often describe the flower, too. A good example is the tulip. This comes from the Turkish word "tulband," which means turban. It does look like a Turk's hat! Another one is the chrysanthemum, which comes from Greek words that mean "gold flower." Petunias get their name from a South American Indian word, "petun," which means tobacco. The petunia flower looks a lot like the tobacco flower.

Some flower names have to do with the use we have for it. Crocus comes from the Greek word for saffron, for instance, and we get this expensive spice from the stamens of the crocus! Other foreign names are just translations into English—lily and violet, from Latin, and hyacinth, from Greek.

It's hard to believe how much we can learn from the names of flowers!

5 A Bunch of Flower Questions

- Answer the questions with complete sentences.

1. Which flower looks like:

a. a hat? _____

-
- b. an eye? _____
- c. the sun? _____
- d. butter? _____
- e. the tobacco flower? _____
2. Which flower was named after:
- a. a German? _____
- b. a Scot? _____
- c. its developer? _____
- d. a goddess? _____
- e. Mary? _____
3. From which flower do we get a very expensive spice? _____

6 Student Composition



Look at the reading in exercise 4 and the information about trees in exercise 3. Write an article of your own entitled "Gifts From Trees." Use the following introduction and conclusion.

Introduction: *Did you ever think about how many ways we use trees?*

Conclusion: *It's amazing how many things we get from trees.*

Divide your article into four paragraphs.

Paragraph one — Write about #1–4 in exercise 3 (what decorative things we get from trees).

Paragraph two — Write about #5–6 (what good wood we get from trees).

Paragraph three — Write about #7–8 (the foods we get from trees).

Paragraph four — Write about #9–10 (the drugs made from trees).

1 Fitting Descriptions

- Write down the name of the animal that is being described.

1. You can almost see through it. *jellyfish*
2. It's gray in color and good to eat. _____
3. It's large, has eight tentacles, and shoots out "ink." _____
4. It has a shell, many legs, and is good to eat. _____
5. It has a shell and moves very slowly across the ground. _____
6. Sometimes you can find pearls in this. _____
7. It has two claws and its tail is good to eat. _____
8. Fishermen love to put these on their hooks. _____
9. It has five points. _____
10. It has a pretty, fan-shaped shell. _____

2 Naming Exercise

- Name the simple animals that have these characteristics. Put your answers into sentence form. The number in parentheses tells you how many animals you will find like this on page 62.

- | | |
|---|--|
| 1. shells (7) | 6. shells/no antennas (4) |
| <i>The lobster, shrimp, crab, mussel, oyster, scallop, and snail have shells.</i> | 7. no shell/antennas (1) |
| 2. claws (2) | 8. shells/antennas (3) |
| 3. legs (3) | 9. two claws/antennas (1) |
| 4. antennas (4) | 10. one claw/no antennas (1) |
| 5. tentacles (3) | 11. no antennas/no claws/no tentacles/no shell (2) |

3 Seafood Tastes

- Get together with a partner and interview each other about what kind of seafood each of you particularly like and dislike. Take notes and write a one-paragraph report. Read it to the class.

1 Bug Problems

- Many people dislike having insects and spiders around them.
- They buy insecticides to get rid of them. Read these labels to decide which bug the insecticide will best kill. Write your answers on another sheet of paper.

1. Spray monthly. Keep them from eating all the wooden parts of your house!
2. Hang these strips in your closet to protect your woolen clothes.
3. Apply the powder along the baseboards in your kitchen and bathroom.
4. Spray the nest directly from at least 12 feet and leave immediately.
5. Spray the garden area about half an hour before having your party.
6. Put these buttons in kitchen cabinets—especially near sugar and sweets.
7. Spray garbage cans weekly to prevent attracting them.

2 The Collector

- Although some people want to get rid of bugs, others like to
- collect them! Read the following essay and answer the questions in complete sentences on another sheet of paper.

Marcia is a biology teacher who collects insects and spiders. She has a beautiful collection of butterflies and moths. She loves to show her students how the most beautiful butterflies and moths come from cocoons made by the ugliest caterpillars. Last summer, Marcia added some hard-to-find beetles and dragonflies to her collection. They are not like fireflies, which light up to show you where they are, or crickets, which make noise! This year she wants to find some large mantises. She'll put one in her collection and the rest in her yard to keep garden pests away.

It seems that some insects do not like to be collected, however. Last week two wasps and a bee stung her! Mosquitos and flies don't like her either! Although some insects, like the grasshopper, look dangerous, they aren't. A few insects, on the other hand, can be really dangerous. When Marcia hunts scorpions, centipedes, and certain spiders, she is extremely careful not to allow them to sting or bite her! Actually, spiders, scorpions, and centipedes are not insects because they have more than six legs. Most people don't worry about the difference, though, and call everything she collects a bug!

1. How many legs does an insect have?
2. Which bugs are not insects?
3. Which insect is good in the garden?
4. Which bugs can be dangerous?
5. What does she like to show her class?
6. What is the common word for what Marcia collects?
7. Which insects are easy to find and why?

1 Groupings

- There are many ways to group birds. On another sheet of paper, list birds from page 64 under each of the categories. You may use a bird on several lists.

Birds for Food Pets Beautiful Birds Birds of Prey

2 All Wrong

- The following statements are not correct. Correct them by drawing a line through the name of the bird and writing the correct bird's name on the line. There may be more than one correct answer, and you may use some birds more than once.

1. The flamingo lives in a very cold place. *penguin*
2. The parakeet is good to eat. _____
3. A swan can talk. _____
4. The hummingbird is the largest living bird. _____
5. The crow has a long neck. _____
6. The sparrow has a beautiful tail. _____
7. The crow is pink. _____
8. The pigeon is a very fast runner. _____
9. The robin makes holes in wood. _____
10. The stork is all red. _____

3 Corrections

- Look at the sentences in exercise 2 again. Now correct them on the lines below. The first two are done. Notice how the two examples are different. Your teacher will help you see the difference.

1. *The flamingo doesn't live in a very cold place, but the penguin does.*
2. *The parakeet isn't good to eat, but a chicken is.*

-
3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

4 Use Your Imagination



Imagine that you could be any bird that you wanted to be. Write a paragraph explaining why you would like to be that bird, and what the advantages would be. After that, choose a bird that you know you would not want to be and explain why.

5 Idioms and Expressions



With the help of a partner, try to find out what the following phrases mean and use them in sentences. Read your sentences to the class.

1. a bird in the hand is worth two in the bush _____
2. cook one's goose _____
3. the early bird catches the worm _____
4. nest egg _____
5. kill two birds with one stone _____
6. water off a duck's back _____
7. a wild goose chase _____

1 Comparisons

- Answer these questions on another sheet of paper. Follow the example.

A. Which is more dangerous:

1. a trout or a shark? *A shark is more dangerous.*
2. a sea horse or a stingray?
3. alligators or frogs?
4. turtles or salamanders?

B. Which is the most dangerous:

1. a garter snake, a rattlesnake, or a cobra?
2. iguanas, turtles, or alligators?

2 At the Aquarium

- Read the following comments made by children on a trip to the zoo aquarium. Decide which underwater animals they are talking about.

1. It looks like a flying sheet with a tail!
2. It has the longest nose I've ever seen!
3. It looks like a snake, but it's not!
4. Look at the cute little horse!
5. Its teeth look very sharp!
6. That fish has spots!

It must be a stingray.

3 Now You Try It!

- On another sheet of paper, write six comments that the children might make as they look at the reptiles and amphibians. After you've finished, exchange papers with a partner and write answers to each other's questions.

4 Snakes and Sharks

- Many people are afraid of snakes and sharks, perhaps because of all the horrible things they've seen in movies. Write a paragraph about your feelings toward either one. Explain why you feel the way you do.

50 Mammals

pages 66–69

1 Comparison Riddles

- Solve the riddles. Write the answers in the blanks.

1. It has stripes and looks like a horse. *zebra*
2. It has spots and looks like a cat. _____
3. It has a horn in the middle of its nose and looks like a hippopotamus. _____
4. It's wild and looks like a dog. _____
5. It's black and white and looks like a bear. _____
6. It's very big and looks like a fish. _____

2 Um, Um, Good!

- Animals that people consider to be good to eat differ from place to place. On another sheet of paper, make a list of animals that may be eaten in your native country, but are not commonly eaten where you live now. Compare your list with those of your classmates.

3 More Comparisons

- Here are some common expressions in English that compare people's actions to animals. Write a plus if it's a positive thing to say about someone and a minus if it's not. Then write sentences using these expressions. Share your sentences with the class.
























- | | |
|------------------------------|----------------------------|
| _____ 1. eats like a horse | _____ 7. quick as a rabbit |
| _____ 2. smells like a skunk | _____ 8. blind as a bat |
| _____ 3. gentle as a lamb | _____ 9. busy as a beaver |
| _____ 4. big as a whale | _____ 10. fat as a hog |
| _____ 5. sly as a fox | _____ 11. quiet as a mouse |
| _____ 6. brave as a lion | |

4 Other Comparisons

- There are many other comparisons between people and animals in English. You may know some in your own language. You might even be able to invent some! Write comparisons like the ones above. Compare them to ones your classmates write.

5 Places of Origin

- Look at these maps that show where various animals live.
- Then fill in the blanks in the reading on the opposite page.

| Australia | Africa | North America | Sumatra/Borneo | China | South America |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  | | | |
| |  |  | | | |
| |  |  | | | |
| |  |  | | | |
| | |  | | | |
| | |  | | | |

Some animals of the world can be found in special places only. For example, if you want to see a _____, a cousin to the camel, you must travel to the Andes in South America. On the other hand, if you are interested in the _____ or the _____, Australia is the place for you. Many animal lovers tour Africa to find _____, _____, _____, and _____. And of those, the _____ is nearly extinct. North America is the only place to find the American _____, or what some people call the buffalo. They cannot be found in the wild anymore, and are only found on special reserves. The nearly extinct _____ bear is also native to North America, as are the smaller animals like the _____, _____, _____, and _____. Sumatra and Borneo are the places to go to find the _____, and the bear-like _____ is only seen in China. If you'd like to see these unusual animals and don't have the money to explore the world, try visiting your local zoo!

6 Which Are You?



Choose an animal from pages 66–69 that seems to be most like you. Write a paragraph about how you and this animal are alike. Then, in another paragraph, write about an animal that seems to have the opposite characteristics of you.

1 Map Search

- Fill in the blanks with words from pages 70–71.
○○

1. The continent north of Africa is _____.
2. The _____ Sea is southeast of the Rub' Al Khali Desert.
3. The desert in south central Asia is the _____ Desert.
4. The large bay in the northeast part of North America is the _____ Bay.
5. The mountains running in a north-south direction on the west coast of South America are the _____.
6. The huge river that runs in a north-south direction in Africa is the _____.
7. The two deserts in the western part of North America are the _____ and the _____.
8. The _____ Sea is northeast of the Mediterranean Sea.
9. The _____ and _____ Mountains run north and south along the western part of North America.
10. The three seas north of Europe and Asia are the _____ Sea, the _____ Sea, and the _____ Sea.
11. The _____ Desert is in northwest Australia.
12. The _____ River runs in a north-south direction in central North America.

2 Descriptions of Home

- On another sheet of paper, give a geographic description of where you were born and where you live now. Give details about the bodies of water, rivers, mountains, and deserts that are nearby.
●○

3 Extremes

- Read the following paragraph. On another sheet of paper, write questions and answers based on the words that come after it.

Each of the continents of the world is extraordinary in some way. For instance, Asia has the largest land mass of 16,988,000 square miles. It also has the highest mountain range—the Himalayas, where Mount Everest stands 29,028 feet tall. Africa has the longest river, the Nile, measuring 4,145 miles long. North America lies between the two largest oceans. The Pacific holds 23.9% of the world's water, while the Atlantic has 46% of the world's water. North America also has the Mississippi, the third longest river. South America has the driest spot in the world, the Atacama desert. It's even drier than the Sahara in Africa. In addition, South America has the world's second longest river, the Amazon. Eastern Europe has the largest lake. Although it is called a sea because it is so large (143,550 square miles), the Caspian Sea is really a lake. Vostok, Antarctica, is the coldest spot on earth, with a recorded temperature of -127° F in 1960. Australia is said to have the fewest people (.3% of the world's population), even though Antarctica has even fewer because, comparatively speaking, it is not populated at all!

- | | |
|------------------------------|--|
| 1. larger/Asia or Africa? | 6. Sahara/driest? |
| 2. largest continent? | 7. Asia/square miles? |
| 3. higher/Himalayas or Alps? | 8. largest ocean? |
| 4. Caspian/lake or sea? | 9. colder/Antarctica or North America? |
| 5. lowest temperature? | 10. percentage people/Australia? |

4 World Travel

- Using the map, write a paragraph about the route you last took (by plane, car, ship, or train) from your native country to where you now live. Mention the bodies of water, land masses, mountains, deserts, etc. that you passed, and in which directions you were traveling. Was this the shortest route? Why did you take this route?

1 The States

- Look at the picture in the Dictionary and answer the following questions on another sheet of paper.

1. Which four states meet at one central point?
2. What are the three states south of Tennessee?
3. Which is the state farthest to the west?
4. Which state is the most northeastern?
5. Which state is the most southeastern?
6. Which state is the most northwestern?
7. Which two pairs of states have a north and a south in their names?



2 Cities

- The ten largest U.S. cities are shown as dots on this map. Read the following descriptions and number the cities 1–10.

1. New York is the largest U.S. city, and it's in New York State.
2. Chicago is at the southern end of Lake Michigan in the state of Illinois.
3. Los Angeles is in southern California on the Pacific coast.
4. Philadelphia is in southeastern Pennsylvania.

-
5. Houston is in southeastern Texas near the Gulf of Mexico.
 6. Detroit is in the state of Michigan near Lake Erie and Lake Huron.
 7. San Diego is also in southern California, not far from Mexico.
 8. San Antonio is another city in Texas, this time in the central part of southern Texas.
 9. Phoenix is in south central Arizona.
 10. Honolulu is on one of the Hawaiian islands.

3 National Parks

- The United States has 38 national parks. Put the following twelve parks on the previous map by marking them with an "x" and numbering them 11–22.

11. Yellowstone was the first national park. It was established in 1872. It's where Idaho, Wyoming, and Montana meet.
12. Wind Cave National Park is in the Black Hills of southwestern South Dakota.
13. Rocky Mountain National Park is in the Rocky Mountains, of course, in northwestern Colorado.
14. The Great Smoky Mountain National Park belongs to two states—North Carolina and Tennessee. It's about halfway down their shared border.
15. Isle Royale is a big island in Lake Superior that belongs to the state of Michigan.
16. Big Bend is on the Rio Grande River in Texas where the river makes a very big bend.
17. Shenandoah National Park is in the Blue Ridge Mountains of northern Virginia.
18. Midway along the coast of Maine is the beautiful Acadia National Park.
19. Yosemite is in the Sierra Nevada Mountains in east central California.
20. Southern Florida has a beautiful national park called The Everglades.
21. Glacier is another park in the Rocky Mountains in northwestern Montana.
22. The Grand Canyon is on the Colorado River in northern Arizona.

4 USA Tour

- Plan a trip to visit all the places you would most like to see in the United States. On another sheet of paper, describe your trip by telling what cities, parks, and natural features you would travel to and why.

1 Space Spaces

- Fill in the blanks with words from page 74.

1. The _____ moon is round.
2. The _____ moon is completely dark.
3. The Big Dipper is a _____.
4. Watch the stars through a _____.
5. A _____ has a tail.
6. Some _____s fall to earth.
7. In a _____ eclipse, we cannot see the sun.

2 Describing Our Solar System

- Look at the picture and put the following groups of sentences into logical order. The first one is done in each paragraph.

Paragraph 1

- _____ It is about three-fifths of the way from the center of the galaxy.
- _____ 1 Our sun is only one of 100 billion stars grouped together in our galaxy.
- _____ Nine planets orbit this star. The closer ones orbit faster than the farther ones.

Paragraph 2

- _____ After Venus comes our own Earth.
- _____ Venus hides its hot surface under clouds.
- _____ The second planet is Venus, where temperatures may reach 900° F.
- _____ The reflection from the clouds makes Venus shine even brighter than some stars.
- _____ 1 Mercury, the closest planet to the Sun, makes its orbit in only 88 days.

Paragraph 3

- _____ Farther out from the largest planet is Saturn, with its colorful rings.
- _____ Between Mars and the next planet, Jupiter, there is a ring of about 2,000 asteroids.
- _____ ¹ Beyond the Earth comes Mars, which is covered with craters, or surface holes.
- _____ Jupiter, the largest planet, spins at a speed of 28,000 miles per hour.
- _____ Beyond the planets, there are some comets with unmeasured orbits.
- _____ The last planets are icy Uranus, green Neptune, and the very distant Pluto, which is almost three billion miles away.

3 Quick Quiz



Answer the following questions based on the information in exercise 2.

1. Which planet orbits faster—Mercury or Pluto?

2. The asteroids orbit between which two planets?

3. What bodies orbit even beyond Pluto?

4. Why is it difficult to see Venus's surface?

5. Why is Venus so bright in the sky?

54

The Space Program page 75

1 Matching

- Scientists now have many ways to get important information.
○○ Which tool would you use to get the following information?

- | | |
|--|----------------------------|
| _____ 1. a close-up picture of Saturn's rings | a. lunar module |
| _____ 2. a photograph of clouds covering the Earth | b. space probe |
| _____ 3. news from around the world | c. space station |
| _____ 4. samples of the Moon's surface | d. communication satellite |

2 A Job in Space

- Read the following paragraphs and fill in the blanks.

Three hours before takeoff, the _____ checked to see that everything was all right in their _____ shuttle. All of the _____ were looking forward to blastoff. Their job in space was to dock with a _____ satellite to repair it. Satellites like these were very important to fast global communication.

The huge _____ fired, and the space _____ rose from the _____ into the air. In about six minutes the craft was traveling 15 times the speed of sound. The _____ that the astronauts wore kept them from feeling sick. At 690 miles up, the spacecraft went into orbit.

The next day the crew successfully docked with the satellite. They opened the _____ bay doors and spent the next few hours repairing the satellite. When they were finished, they dropped back to Earth.

The crowd watched the spacecraft open and the astronauts come out. They were happy to be home because their _____ inside the spacecraft had been very small.

3 Dictionary Work



Words often have more than one meaning. Read the definitions for these words and circle the one that refers to the space program.

1. bay
 - a) a reddish-brown color
 - b) any compartment in the fuselage of an aircraft
 - c) an inlet of the sea
 - d) to bark continuously like a dog
2. rocket
 - a) a bomb or missile, used as a weapon
 - b) a firework used to display bright colors in the sky
 - c) a jet used to send up a vehicle
3. satellite
 - a) a natural body in space that orbits another body—like the Moon orbits the Earth
 - b) a follower
 - c) a man-made object or vehicle made to orbit a body in space
4. deck
 - a) a platform on a ship
 - b) a pack of playing cards
 - c) a flat-floored, roofless structure attached to a house

1 No Talking, Please!

- What items on page 76 are the students in the following dialogues talking about or using?

A: I made a mistake!

B: Here, take this and change your answer!

1. *eraser*

A: Do you have any extra discs?

B: No, ask the teacher.

2. _____

A: I'm out of ink!

B: Here, borrow mine!

3. _____

A: The principal sure makes a lot of announcements!

B: She sure does!

4. _____

A: Where's your lunch?

B: It's out in the hall.

5. _____

A: Can everyone see the picture?

B: No, let's turn the lights off.

6. _____

A: It won't stay up on the board!

B: Here, tack it up!

7. _____

2 Assignments

- The teacher asked the students to do the following assignments. Fill in the blanks to tell what the students did. You may use a word more than once.

1. "Please answer the questions on page 46 in ink and hand in at 3:00."

The _____s got out their _____s and answered the questions on _____ paper with _____s.

2. "With sharp pencils, connect the points on the graph and glue the graph into your notebooks."

After the _____s got out _____s to prepare their pencils, they connected the points on their papers with _____s. Then they used _____ and _____es to glue the graphs into their _____ notebooks.

3. "Jerry, erase the writing on the board and put your own problem up."

Jerry went up to the _____. He got an _____ from another student and cleaned the board. Then he got a piece of _____ from the _____ and put up his problem.

4. "John will project his map up here while the rest of you finish your own maps and tack them to the board."

John used the _____ to project his map on the screen. The rest of the _____s got out their _____s to correct their maps. The _____ gave each child a _____ so that he could tack his corrected map to the _____ board.

3 A Busy Day

- Make a list of all of the classroom tools you have used so far today. Write a paragraph about what you have done. Include all of the words on your list.

1 General School Rules

● Fill in the blanks with verbs from page 77. There may be more than one good answer, and you may use a word more than once.

1. Never _____ pictures on your desks!
2. Never _____ the classroom unless you _____ your hand!
3. _____ down the halls—never run!
4. Don't _____ carelessly on the chalkboard!
5. _____ to the teacher's instructions!
6. _____ the classroom quietly.
7. Always _____ your name in your notebooks.
8. _____ the chalkboards before going home.
9. Always _____ the directions in your textbooks!
10. Remember to _____ your locker doors!
11. Don't _____ things on the teacher's desk!
12. Never _____ the pages of your textbooks!
13. Don't _____ the typewriter unless you know how to _____!
14. Never let the flag _____ the floor!

2 Classy Sentences

●● Use all the words in each group in a single sentence.

- | | |
|---|-------------------------------------|
| 1. teacher/close/textbooks/listen/loudspeaker | 3. raise/hand/read/textbook |
| 2. student/type/computer | 4. draw/chalkboard/chalk/chalk tray |

3 Descriptive Sentences

●● Look at the pictures. Write one sentence to describe what is happening in each picture. Try to use a verb from page 77 and a noun from page 76 in each one.

1 True or False

- Some of the following sentences are true and some aren't.
○○ Mark true (T) or false (F).

- _____ 1. A flask and a beaker are both containers.
- _____ 2. Test tubes come in a dissection kit.
- _____ 3. A Bunsen burner produces a flame.
- _____ 4. Use a funnel to pick things up.
- _____ 5. To use a scale, you need a petri dish.
- _____ 6. Look through a microscope at something on a prism.
- _____ 7. Use safety glasses to make things look bigger.
- _____ 8. Use a clamp on a magnet.
- _____ 9. You can put stoppers in test tubes.
- _____ 10. Use a pipette to bring gas to a Bunsen burner.
- _____ 11. Use a timer to pick something up.
- _____ 12. Use graph paper to measure liquids.

2 The Right Way

- On another sheet of paper, correct all the false sentences from exercise 1.
●○ There may be more than one way to make the sentences right.

3 An Experiment With Sugar

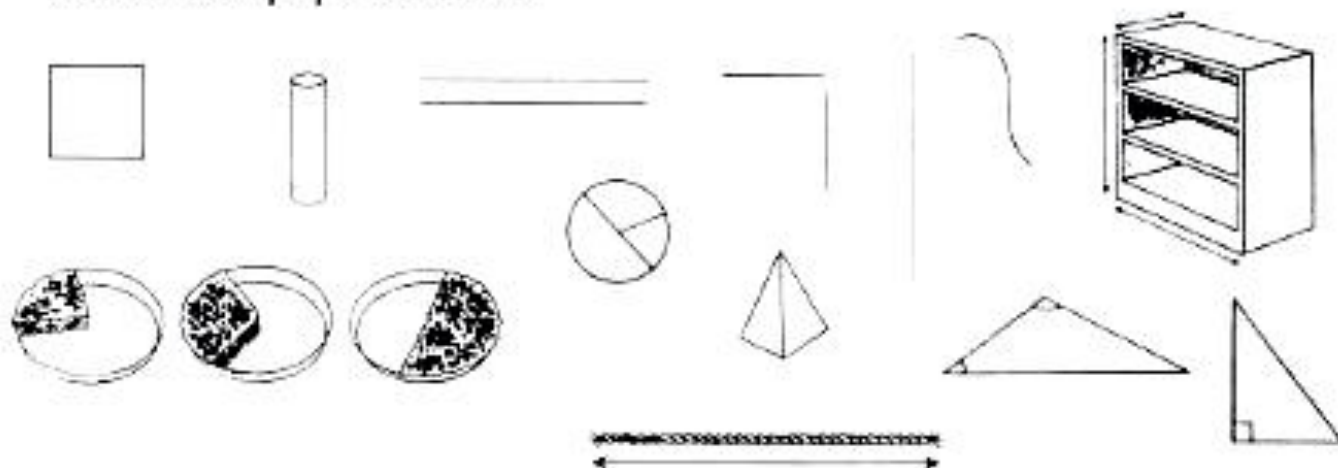
- The lines of the following experiment are not given in the correct order. Order them by numbering 1, 2, 3, etc. Do each paragraph separately. The first lines are marked.

- _____ burner and set the flame low. Set the timer for five minutes so that you
- _____ burner, and place a wire mesh screen over the ring. At the same time,
- 1 _____ Connect a Bunsen burner to a gas line with some rubber tubing. Place the
- _____ do not forget your experiment. Place a glass slide across the beaker.
- _____ sugar in a beaker. Set the beaker on top of the mesh. Light the Bunsen
- _____ burner on a ring stand. Set the clamp and ring a few inches above the
- _____ weigh out five grams of sugar, using the weights and the scale. Put the
- _____ and taste it. Does it taste sweet? No, it doesn't! Although we have
- _____ and shake. Remove a little water from the test tube with an eye dropper
- _____ and taste a drop to make sure it is water. It seems, then, that sugar is
- _____ again to make sugar!
- 1 _____ Watch the sugar melt and form black carbon. Also, watch the glass slide.
- _____ made up of carbon and water (hydrogen and oxygen). Remove the beaker
- _____ separated sugar into its three parts, we cannot mix those parts together
- _____ with tongs, and scrape some of the carbon into a test tube. Add water
- _____ Drops of water will form on the slide. Remove the slide with tweezers.

1 Follow Directions

- Use a pencil, ruler, and compass and follow the directions below.

1. Draw a circle around the square.
2. Draw an oval around the cylinder.
3. Label the half-pie brown, the third of a pie red, and the quarter-pie blue.
4. Draw another parallel line below the two shown.
5. Draw another radius from the center of the circle.
6. Draw a rectangle around the pyramid.
7. Connect the perpendicular lines.
8. Make the curve longer so that it touches the straight line.
9. Label the obtuse angle red, the right angle blue, and the acute angle yellow.
10. Draw a diagonal in the square.
11. Write 12 inches as the depth of the shelves, 3 feet as the height, and $2\frac{1}{2}$ feet as the width.
12. Show the length of the rope as 8 inches.



2 Definitions

- Write a definition for each of the following words. Use as many other words from page 79 as possible. Look at the example.

1. triangle *This figure has three sides and three angles.*
2. rectangle
3. square
4. circle
5. cube
6. pyramid

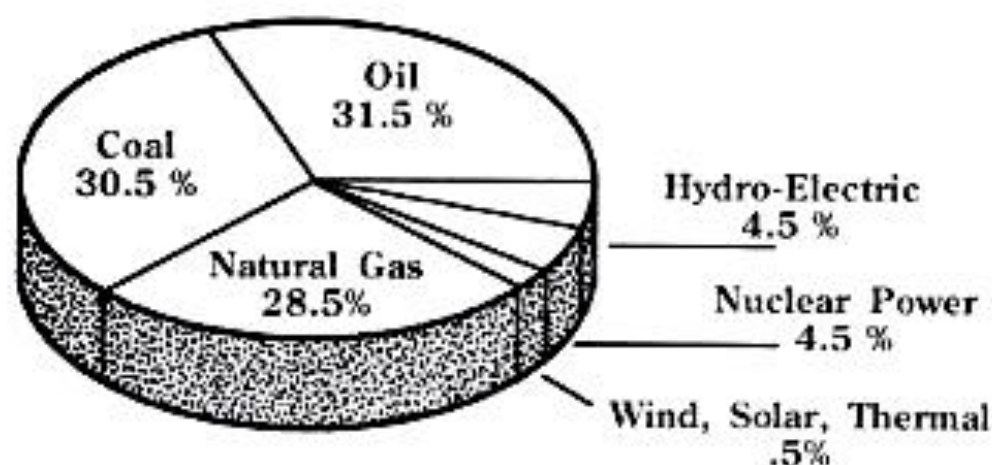
3 Find One!

- With a partner, find as many examples of the words from page 79 as you can in your classroom. Compare the number of examples you found with the number found by your classmates.

1 U.S. Energy

- Look at the circle graph and write sentences describing the types of energy used in the United States.

31.5 percent of our energy comes from oil.



2 Energy

- Read the paragraphs. Answer the questions following it on another sheet of paper.

The sun is the source of all our energy. Look at the graph to see the major forms of energy in the world, and how much of our total energy we get from each of these forms in the United States.

Although it's obvious that solar power comes from the sun, is it possible that all the other energy forms depend upon the sun, too?

Oil, the most commonly used U.S. fuel, was once the plants and animals of the Earth's oceans. The sun was necessary for them to live. Today we find oil deep in the Earth and dig oil wells to pump the oil out. Huge refineries clean it, and power stations burn it so that electrical generators can transform the heat into electricity.

Coal and natural gas are also products of once-living plants and animals—in this case, land plants and animals. While we dig coal mines to get coal out of the Earth, we pipe out natural gas. Again, power plants are necessary to make electricity. Nuclear reactors, on the other hand, generate electricity from uranium, a naturally-found material on Earth.

The sun heats the Earth unevenly, so some air warms up quickly, while some stays cool. Warm air rises, and when it does cooler air moves in to fill the space the warm air left behind. We call this constant movement of air the wind. Windmills use the energy of the wind to generate electricity.

The sun also causes water to evaporate from the oceans and fall as rain on the land. Rivers develop, which then form waterfalls. Dams generate hydroelectric power from these waterfalls.

In its center, our Earth is very, very hot. Water underground can be heated to produce steam. Geysers are places where this steam and water escape above ground in a giant spray. Man can also use this thermal energy as a power source.

So, directly or indirectly, the sun is the source of almost all our energy!

1. What is the third most important fuel in the United States?
2. What three forms of energy were once living things? How do they differ?
3. What do refineries do?
4. How do we get electricity from oil, gas, and coal?
5. What three forms of energy are not commonly used in the United States?
6. What do you think thermal energy is?
7. What do you think hydroelectric power is?

3 Energy Problems

- ● What is the main source of energy in your native country?
 - ● Where do you get this fuel? Does it cause pollution problems?
- Write a paragraph about energy problems at home.

1 Picture Puzzle

- Look at the pictures in the Dictionary and then answer the
 ○○ following questions in complete sentences on another sheet of paper.

On the Dairy Farm:

1. What two kinds of animals are in the picture?
2. What is between the barn and the farmhouse?
3. What is the fenced-in area near the orchard?
4. What's in an orchard?

On the Wheat Farm:

1. What is standing up against the barn?
2. What three kinds of animals are in the barnyard?
3. What's parked in the barn?

On the Ranch:

1. What's the horse drinking from?
2. What are the cowboy and cowgirl herding?

2 Farm Problems

- Make up sentences to complete these farm/ranch dialogues.
 ●○ Use as many of the words from page 81 as possible.

1. Farmer #1: The birds are getting all my wheat!

Farmer #2: _____

Farmer #1: That's a good idea! I'll get one tomorrow!

2. Farmer #1: All my animals got out of the barnyard last night!

Farmer #2: _____

Farmer #1: I know. I'll have to fix it today.

3. Farmer #1: I hope I have enough hay to last through the year!

Farmer #2: _____

Farmer #1: I have almost five hundred in the barn.

3 Your Own Experience

- Have you ever spent any time on a farm or a ranch? Did it look
 like the ones in the pictures? On another sheet of paper, tell
 what kind of farm/ranch it was, where it was, and what it looked like.

1 Strip Stories

Look at the following strip stories and write the words from page 82 that you see in the pictures on the lines below.

1.



2.



2 Group Work

Work with two other students. Each of you take one picture in each of the strip stories and describe it to the rest of the group. Describe what the workers are wearing, as well as what they are doing. Be ready as a group to present each strip story to the class.

3 On Your Own

Write down a description of each strip story in detail. Read it to the class.

1 A Day's Work

- What does each person in an office do? Mention at least three activities that each office worker would take care of every day.

1. manager *supervises other workers*
2. switchboard operator 3. typist 4. secretary 5. file clerk

2 What's the Subject?

- Read the following quotes and decide which item from page 83 the person is talking about.

1. "There are a lot of telephone calls coming in. Where is she?" _____
2. "We'll have to take some file folders out. I can't get any more folders to fit in!" _____
3. "If you can't find one that works, use paper clips." _____
4. "She's not in the office today, but I can let you speak to her secretary if you'd like." _____
5. "It's sure a lot easier and faster to use than a typewriter!" _____
6. "There are several addressed to you in the in-box." _____

3 Step by Step

- Put these office situations into a logical order.

- _____ The typist gives the computer printout to the manager.
- _____ The secretary writes the information on a legal pad.
- _____ The secretary gives the information to the typist, who puts it on a word processor.
- _____ The manager tells the secretary some information.
- _____ She then copies the paper on the photocopier.
- _____ The secretary types a paper on the typewriter.
- _____ The file clerk files the stapled papers in the file cabinet.
- _____ She uses the stapler to add the copy to other papers.

63 Occupations pages 84–86

1 Information, Please

- Whom would you call if you needed:

○○

1. your house cleaned? _____
2. bread? _____
3. a new house? _____
4. eyeglasses? _____
5. vegetables? _____
6. your hair cut? _____
7. your lights fixed? _____
8. flowers? _____
9. your water pipes fixed? _____
10. meat for dinner? _____

2 Help Wanted

- Read the following parts of want ads. Decide who should answer the ad. There may be more than one good answer.

○○

**MUST HAVE FIVE
OR MORE YEARS
EXPERIENCE
CUTTING AND
SETTING STONES**

**Must work
fast and be
able to finish
a three-room
apartment in
a day.**

**Garage
needs a
brake
specialist.**

**DEPARTMENT
STORE NEEDS AN
EXPERT IN
FITTING MEN'S
SUITS.**

1. _____
2. _____
3. _____
4. _____

**HOMEOWNER
SEARCHING FOR
SOMEONE TO
CUT GRASS AND
TRIM BUSHES.**

**SMALL AGENCY
NEEDS SOMEONE
TO RESERVE
SUMMER TOURS.**

Wanted:
Elementary school
looking for someone to
clean and maintain
building.

**WORKER
NEEDED FOR
THE LATE
SHIFT ON AN
ASSEMBLY
LINE**

5. _____
6. _____
7. _____
8. _____

3 Good Qualifications

- You need certain qualifications to work at most jobs. Choose one (or more) of the occupations from pages 84, 85, and 86 to match the following qualifications.

●

-
1. honest _____
 2. a good mathematician _____
 3. good language skills _____
 4. artistic _____
 5. good looking _____
 6. a pleasant speaking voice _____
 7. college graduate _____
 8. fast moving _____

4 Quotes

- Read the following quotes by the professionals on page 86.
●○ Decide who is speaking.

1. "I like traveling with news reporters and being a part of the TV world." _____
2. "I've worked at this job for fifteen years and have never had to draw my gun." _____
3. "Today will be slightly cloudy with the wind coming from the west." _____
4. "Sign the check on the back, sir. Do you want it in tens or twenties?" _____
5. "The next record is a new one by the Rocking Horses." _____
6. "The blueprints show five windows on the ground floor." _____
7. "This year big pockets, longer dresses, and skirts will be popular." _____

5 Your Job

- What is your profession or occupation? In a few sentences, describe what you do and why you enjoy (or don't enjoy) your job. If you are a full-time student, describe the kind of job you would like to have in the future.

6 Take Out an Ad!

- On another sheet of paper, write some want ads of your own for the following people:

pharmacist
reporter

carpenter
doorman

locksmith
photographer

delivery boy
computer programmer

1 Park Rules

- There must be rules at the park so everyone can have fun safely. Complete these park rules by filling in the blanks with words from page 87.

1. Don't throw litter in the _____. The ducks might swallow it. Throw it in the _____.
2. Don't walk behind the _____. You may get hit.
3. Don't play around when you're getting a drink at the _____.
4. Don't throw sand when you're in the _____. It may get in someone's eyes.
5. Don't jog in the _____; the riders may run into you.
6. Don't go down the _____ backward; it's dangerous.

2 Dictionary Work

- Choose a word from page 87 to match the following definitions.

1. a long seat for two or more persons _____
2. a person who sells _____
3. a place where music is performed outdoors _____
4. a piece of playground equipment made up of a balanced board that goes up and down _____
5. a piece of playground equipment made up of horizontal and vertical bars _____
6. a park ride with seats in the form of animals that goes round and round _____
7. a trail for horseback riding _____

3 The Babysitter

- Imagine that you are responsible for a seven-year-old child for three hours. The child wants to go to the park. On a separate sheet of paper, explain how you would keep the child busy at the park.

65 Outdoor Activities

pages 88–89

1 Outdoor Fun

- Read the following descriptions of people about to spend the weekend outdoors. Then choose the best activity for each one.

A. camping B. mountain climbing C. rafting D. fishing E. hiking

- _____ 1. Jay and Sherry love excitement, action, and waterfalls.
- _____ 2. The Morris brothers enjoy lazy afternoons on a sunny stream, baiting a hook.
- _____ 3. The Davis family likes to sleep in tents in the woods.
- _____ 4. Mike and Susan prefer getting out their backpacks and walking in the fresh air.
- _____ 5. Mary and Jane are in good physical condition and enjoy the excitement of climbing to the tops of high peaks.

2 Word Scramble

- The people in exercise 1 went on their weekend trips, but forgot necessary items. Unscramble the following sentences to find out what they forgot.

1. their Jane forgot Mary ropes and and harnesses
2. brought The family should camp have Davis their stove
3. brothers couldn't Morris find their The waders
4. Susan have didn't shorts and their Mike hiking
5. left and jackets Sherry their Jay life home at

3 Positives and Negatives

- Forgetting items is not all that went wrong with the people in exercise 1. However, some things went well, too. Put a plus or a minus in front of these statements to show whether it is a good point or a bad point.

- _____ 1. The stream was full of big fish and the brothers caught a lot.
- _____ 2. Mary and Jane saw a splendid view from the mountain peak.
- _____ 3. Rain came through the hole in the Davis's tent.
- _____ 4. Mary's lifeline broke.

-
- _____ 5. The biggest fish took the bait and the hook, too.
_____ 6. Ants got into the Davis's picnic basket.
_____ 7. Going over the rapids, Jay fell out of the raft.
_____ 8. The grill cooked the fish perfectly.
_____ 9. There were no dangerous waterfalls for the raft to go over.
_____ 10. The sleeping bags were warm and comfortable.

4 Yellowstone National Park



Read the following article. On another sheet of paper, ask questions about the article using the words that follow it. Have a partner answer your questions.

Yellowstone National Park, the first national park in the United States, was established in 1872. It offers a wide variety of recreation.

Yellowstone lies on a wide plateau in the Rocky Mountains of Wyoming, Montana, and Idaho. For those who like scenic hiking, it has deep canyons and overlooking cliffs. The Grand Canyon of the Yellowstone is a sight to see, and hikers particularly like the South Rim Trail along the Canyon. Backpackers are attracted to the hundreds of trails, and for those who enjoy mountain climbing, high mountains, such as Joseph Peak (10,497 feet high) and Parker Peak (10,203 feet high), surround the plateau.

Rafters come to the raging rivers and streams for excitement, and many fishermen are found on the large lakes and rivers. In fact, the fishing is so good that they've even named a bridge Fishing Bridge. Photographers snap thousands of pictures of the beautiful waterfalls, like the Upper Falls of the Yellowstone River, which is 109 feet tall. Thousands of tourists camp in the woods every summer and more come just to sightsee and picnic.

In order to make your trip more enjoyable, you should contact a park ranger after getting there. He or she can tell you the rules and how to make the most of your trip. For instance, campfires are allowed in camping areas only, and you may not picnic outside of picnic areas. Register before going on any backpacking or hiking trips, and always carry a compass. By cooperating with the rangers, you can help make sure that people will always be able to enjoy the wonders of Yellowstone.

1. hiking

What should you do before hiking in Yellowstone?

- | | | | | |
|--------------|------------|-------------|-----------|-----------------|
| 2. peak | 4. canyon | 6. campfire | 8. stream | 10. park ranger |
| 3. waterfall | 5. plateau | 7. picnic | 9. cliffs | |

1 Good Advice

●○ Match these statements with the results.

- | | |
|--|-------------------------------|
| ___ 1. They don't want to get a sunburn. | a. Call the lifeguard. |
| ___ 2. The sand is hot! | b. Play with the Frisbee. |
| ___ 3. The waves are big. | c. Go back to the motel. |
| ___ 4. The swimmer is going out too far. | d. Stand on the beach towel. |
| ___ 5. They want some exercise. | e. Put on some suntan lotion. |
| ___ 6. It's raining. | f. Get out the surfboard! |

2 The Perfect Ending

●○ Write your own advice by completing these sentences. Use the given word.

1. (whistle) Some swimmers were too close to some dangerous rocks, so _____

2. (life preserver) The lifeboat came near the drowning swimmer and _____

3. (cooler) The kids were thirsty, so _____

4. (mask and snorkel) They wanted to see some colorful fish, so _____

5. (air mattress) The tube had a hole in it, so _____

6. (refreshment stand) The entire family was hungry, so _____

7. (binoculars) She saw an interesting bird on the beach, so _____

-
8. (wave) The children built a beautiful sandcastle, but _____
-
9. (sunglasses) The sun was very bright, so _____
10. (kite) The wind was blowing hard, so _____

3 Survey

- Work with another student. Ask each other the following questions.
- Write down the answers and report your findings to the class.

1. Do you like the beach? If so, why? If not, why not?
2. Have you ever been sunburned? If so, what was the worst time?
3. Have you ever lived near a beach? If so, where? Describe it.
4. Have you ever vacationed at a beach? If so, where? Describe it.
5. Have you ever tried snorkeling or scuba diving? If so, where? Did you enjoy it?
6. Could the picture in the Dictionary be in your native country, or are there certain differences? Explain any differences.

4 Endless Stories

- Read the following situations. Write a good ending using the given words. It may take three or four sentences.

1. Nancy and her sister Olga came in from the water and couldn't find their things. They looked in all directions.
beach umbrella beach towel beach chair cooler
2. Betty was afraid of the water, and her friends were trying to convince her to go in.
sand wave lifeguard tube
3. Donald has been lifeguarding for several hours, and he is tired. The lifeguard who takes over from him is late.
lifeguard chair refreshment stand binoculars
4. Two handsome young men see two beautiful young women at the beach. They want to meet them. They go up to them and begin to talk.
Frisbee beach ball beach towel cooler

1 Categories

- On another sheet of paper, categorize all the words from page 92 as one of the following:

Clothing Protective Gear Field/Court Equipment
Tools to Hit With Objects That Are Hit

2 Sports Broadcast

- Read the following comments by sports broadcasters. Decide what game is being played. More than one answer may be possible.

1. The ball is now in our court. It hit the backboard! It's in! _____
2. She just spiked the ball over the net. It's a point! _____
3. The umpire is holding up his hands. It's a strike! _____
4. The goalie wasn't watching the ball. It's a goal! _____
5. The ball fell out of the outfielder's glove! It's a home run! _____
6. There's a penalty flag. He was holding Smith's face guard. _____
7. It's a fight! He broke the stick while hitting number ten on the helmet. _____
8. He hit the puck right past the sleeping goalie. _____
9. He hit the ball so hard it broke the bat! _____
10. The ball hit the batter in the knee. It's a good thing we're not playing with a hard ball. _____

3 Sporty Definitions

- Read the following definitions. Decide which words from page 93 are being defined.

- _____ 1. the person who makes the final decision in football
_____ 2. the place where the baseball pitcher stands
_____ 3. a football player who calls the signals and directs the offensive play

-
- _____ 4. the place where the spectators sit
- _____ 5. the football player to the right of the center and between the guard and the end
- _____ 6. the shelter facing the baseball diamond where the waiting batters and other players sit
- _____ 7. the place where the batter stands
- _____ 8. the person who trains or instructs the players

4 Idioms



With a partner, use a larger dictionary to find out what the following idioms mean. Explain what they mean and use each one in a sentence.

1. right off the bat _____

2. to make a hit _____

3. right on base _____

4. armchair quarterback _____

5. get on the ball _____

6. to go to bat for someone _____

1 Word Scramble

●○ Unscramble the following sentences on another sheet of paper.

1. balance gymnast fell The from the beam
2. into The went the bowling gutter ball
3. that golfer used hole a putter The for
4. hands reins jockey held in The his the
5. the boxer leave the referee told to The ring

2 Individual Sports and the Olympics

●○ Read the following paragraphs. Underline all of the words from page 94 that you find. Then, on another sheet of paper, categorize the sports you find into those that are played with another person and those that aren't.

Men and women have participated in individual sports for thousands of years. In 770 B.C., the ancient Greeks organized running events every four years to honor the god Zeus. Over the next several hundred years other competitions, such as boxing, wrestling, and chariot racing, were added to the running events. These ancient Olympics were stopped in the fourth century A.D. by the Roman emperor Theodosius.

The modern Olympics started up again in 1896 in Athens, Greece, and, except for times of world war, has continued every four years in different cities since then. The first few modern Olympics continued track and field events, boxing, and wrestling, but chariot racing was no longer a part of the competition! In addition, sports like gymnastics and lawn tennis (later to become modern tennis) were included. Although popular individual sports like Ping-Pong, racquetball, bowling, golf, and handball have never joined the Olympic schedule, the first winter Olympics in 1924 added ice skating and cross-country skiing. Other sports have been included through the years. Horse racing, although similar to the ancient sport of chariot racing, is not a modern Olympic event. Whether part of the Olympics or not, individual sports competition has certainly remained popular!

3 Olympic Questions

●○ Answer the following questions on another sheet of paper.

1. Which three sports were part of both the ancient and modern Olympics?
Which two are listed in the Dictionary?
2. Why do you think skiing and ice skating were not part of the ancient Olympics?
3. What two sports were added to the first few modern Olympics?
4. What six sports were mentioned as not being a part of the Olympics?

1 Matching

- Match the following ads and sports.

A. tennis B. golf C. skiing D. racing

- _____ 1. Ride our modern lifts to the best slopes in the USA!
 _____ 2. Leave your troubles at home and bring your clubs!
 _____ 3. Well-lit courts for night games.
 _____ 4. Watch the excitement from the starting gate to the finish line.
 _____ 5. A difficult course with lovely fairways and greens.
 _____ 6. Spend a day at the track!

2 Sporting Dialogues

- Fill in the blanks in these dialogues with words from page 95.

1. A: I've never played _____ before.
 B: Just keep your eyes on the net and don't step over the _____ line.
2. A: I don't like to carry my _____ all over the _____.
 B: Let's get a golf _____ next time.
3. A: The horses are in the final _____ and nearing the _____ line!
 B: My horse is in first place!
4. A: I'll meet you at the ski _____. I have to check my _____.
 B: OK, see you there.
5. A: Hurry up and _____ off!
 B: Don't rush me! I don't want my golf ball to go into a _____
 _____ again.

3 Popularity Contest

- Of the four sports on page 95, which is the most popular in your native country? The least popular? Write two paragraphs—the first telling why one is popular and the second on why the other is unpopular.

70 Sports Verbs

pages 96–97

1 Model Sentences

- Write a sentence about each of the sports players below. Use one word from each of the three groups in each sentence. Use words like *with*, *to*, *at*, *in*, *over*, *across*, and *into* in your sentences. You may use a word more than once. Review pages 90–95 before you begin.

Watch the first baseman throw the baseball to the pitcher's mound.

| Sports Players | Actions | Balls | Equipment and Places |
|----------------------|---------|----------------|----------------------|
| 1. first baseman | serve | basketball | bat |
| 2. tennis player | catch | ping-pong ball | racket |
| 3. soccer player | kick | soccer ball | net |
| 4. basketball player | throw | tennis ball | green |
| 5. hockey player | pass | football | goal |
| 6. volleyball player | shoot | baseball | paddle |
| 7. catcher | hit | puck | pitcher's mound |
| 8. football player | bounce | volleyball | hockey stick |
| 9. batter | | | foot |
| 10. ping-pong player | | | court |
| | | | mitt |
| | | | end zone |
| | | | basket |

2 Sports Test

- Read the following questions and circle the best answer.
●○ Review pages 90–95 before you begin.

1. Kim is going to start the tennis match. She should
a) kick the ball. b) serve the ball. c) shoot the ball.
2. There are basketball players from the other team all around Tom. He should
a) surf. b) fall. c) catch. d) pass.
3. The quarterback has the football, and there is no one around him. He should
a) run with the ball. b) bounce the ball. c) hit the ball.
4. Beth has the ball and is close to her own team's basket. She should
a) serve the ball. b) shoot the ball. c) hit the ball. d) run with the ball.
5. The swimmer wants to be with the others in the pool. She should
a) ride into the pool. b) bounce into the pool. c) dive into the pool.

3 Seasonal Sports

- Write a four-paragraph article about seasonal sports in your native country. Write one paragraph on each season—summer, fall, winter, and spring. Tell which sports are played at each time and why. Use as many words from page 90–97 as possible. Read your essay to the class.

1 A Musical Survey

- Interview another student using the form below. Report your findings to the class.

Do you play a musical instrument? _____ If so, which one? _____

Have you ever taken music lessons? _____ If so, for how long? _____

For what instrument? _____

Do any of your family members play a musical instrument? _____

If so, who? _____ What does he/she play? _____

Who is your favorite musician? _____

What does he/she play? _____

2 Types of Musical Instruments

- Read the following essay and write the correct word after the definitions. There may be more than one good answer.

Musical instruments are usually classified by how they produce sound. For instance, musicians make sound on stringed instruments by hitting, plucking, or drawing a bow across tightly stretched strings. The piano is an example of the first method. Those instruments that are plucked can be plucked by the fingers, as with the harp, or with either the fingers or a pick, as with the guitar, ukelele, banjo, and mandolin. Bows are used on instruments like the violin, viola, cello, and the bass, although sometimes these can be plucked, too.

In wind instruments, a vibrating column of air makes the sound. Sometimes the air is put into motion mechanically, as with the organ, but usually the musician blows into the instrument. The wind instruments can be further classified into woodwinds and brass. The woodwinds were originally made of wood, and most have reeds, which help to form the sound. The clarinet has a single reed, while the oboe and the bassoon have double reeds. The flute is an exception—it has no reed.

The brass instruments were originally made of brass, and the musician's lips take the place of reeds. They all have mouthpieces. The French horn has a funnel-shaped mouthpiece, while the trombone, trumpet, and tuba have cup-shaped mouthpieces. The saxophone is the exception here because, although it has a mouthpiece, there is a reed in the mouthpiece.

Percussion instruments produce sounds when they are hit together or with a tool. They are made of wood, like the xylophone, or metal, like the cymbals, or tightly stretched skin, like the various types of drums. The tambourine is a combination of the last two types. It's interesting to see how many ways we can make musical sounds.

1. A stringed instrument played by hitting the strings _____
2. A stringed instrument played by either plucking or bowing _____
3. A wind instrument which is not blown into _____
4. A woodwind without a reed _____
5. A brass instrument with a reed _____
6. A percussion instrument made of metal and skin _____

3 Special Instruments

- Can you think of a traditional instrument commonly played in your native country that is not commonly played in the United States? If so, write a short paragraph about it. Describe it, compare it to one of the instruments mentioned in the above reading, and tell what kind of music is usually played on it. Can you play this instrument?

1 Categories

- Put the words from page 99 into the following categories.

People Parts of a Stage Parts of a Theater Equipment

2 Dictionary Work

- Words often have more than one meaning. Read the definitions for these words and circle the one that relates to music, dance, and theater.

1. curtain
 - a) a window drapery
 - b) a screen separating the stage from the auditorium in a theater
 - c) the closing scene of a play
2. stage
 - a) a platform for a microscope on which the object to be examined is placed
 - b) a horse-drawn passenger coach
 - c) a step in the process of the development of something
 - d) a raised platform for entertaining
3. program
 - a) a short outline of the order of some entertainment
 - b) a plan for a computer
 - c) a performance in a theater
4. conductor
 - a) a person who collects money on some means of public transportation
 - b) a leader of a musical group
 - c) a substance which transmits electricity, sound, or heat
5. usher
 - a) a servant who has charge of a door or hall
 - b) an officer who walks in front of an important person
 - c) a person who escorts people to their seat
6. baton
 - a) a stick with which a leader directs an orchestra
 - b) a stick passed from one runner to another in a race
 - c) a stick with a ball on the end used by a drum major in a band
7. podium
 - a) a low wall serving as a foundation
 - b) a raised platform for an orchestral conductor
 - c) a raised platform for giving lectures

3 Personal Experience

- Have you ever performed in front of a group of people? If so, explain what it was like. Use as many words from page 99 as possible, even if you have to mention what was not part of your experience!

1 Matching

- It is necessary to have special equipment to do certain jobs.
 ○○ Match the jobs with the equipment.

- | | |
|---|---------------|
| _____ 1. Take a picture in a dark room. | a. calculator |
| _____ 2. Figure the cost of food for the week. | b. VCR |
| _____ 3. Show your latest vacation slides. | c. headphones |
| _____ 4. Watch a videocassette movie. | d. screen |
| _____ 5. Listen to music while others are sleeping. | e. flash |

2 The Perfect Gift

- The following people are about to have a birthday. Read about them and decide what you'd buy for them from the items on page 100. There may be more than one good gift for each person.

- Paul has just become a father for the first time. _____
- Sandy is a businesswoman who often needs to figure the costs of things at new prices. _____

- Ben is a salesman who makes lots of graphs and charts. _____
- Diane is about to take a long trip. She has a new camera. _____
- George is a jogger who easily gets bored. _____
- Mark just bought a VCR. _____
- Susie just bought a CD player. _____
- Joan is a music lover who appreciates the very best sound. _____

3 Class Survey

- As a class, decide which large piece of equipment is the most popular, which is least popular, and why. See if any class members have more than one of any of the pieces of equipment listed.

1 A Hard Job

- You have a job to do. Which tools and materials would you choose? You may use a word more than once.

1. Knit a sweater. _____
2. Sew on a button. _____
3. Put in a zipper. _____
4. Shorten a dress. _____
5. Make a suit. _____
6. Make a quilt. _____

2 Fill in the Blanks

- Fill in the blanks in each of the following sentences so that they will be sensible. There may be more than one correct answer. Don't forget to use plurals if necessary.

1. While attaching the _____ to her material, Fran stuck herself with a _____.
2. The tailor measured the customer with a _____ before he put the hem in his pants.
3. Mary had to choose the _____ before she knew how big to make the buttonholes.
4. Christie bought ten _____ of wool and some _____ before she began to knit her jacket.
5. She ran out of _____ and had to use the color closest to what she had.
6. She cut out her _____ with a _____ of _____ and then began to make the skirt.
7. There weren't any pins left in the _____ so she used a couple of _____.
8. She always wears a _____ because her finger usually gets very sore from the _____.

-
9. The sewing teacher checked to see if her students' _____ were straight.
10. Her _____ doesn't make buttonholes, so she had to do them by hand.
11. The beautiful _____ on the pillowcase was very colorful.
12. She didn't want the material to ravel, so she cut it with
_____.

3 Your Hobby



What are the most popular handicrafts in your native country?
Write a paragraph about these handicrafts – who does them,
on what kind of material, and for what reason?

1 Question and Answer Time

- Ask a partner the whereabouts of the ten classroom nouns listed below. Try to use as many prepositions from page 102 as possible. After you're finished, do it as a class activity.

- | | |
|-------------------|----------------------|
| 1. chalk | 6. purse |
| 2. teacher's desk | 7. bulletin board |
| 3. your pencil | 8. chalkboard |
| 4. the students | 9. tallest student |
| 5. clock | 10. shortest student |

2 The Lost Dog

- Write any preposition from pages 102–103 in the following blanks. There may be more than one good answer, and you may use a preposition more than once.

Joe Adams was walking _____ a friend's house when he saw his neighbor's dog run _____ the street. Joe watched in horror as the dog ran _____ two cars and then hid _____ a parked car. Joe had no idea how the dog had gotten _____ his owner. The dog was almost always _____ the backyard _____ Joe's house, running _____ one side _____ the other. Joe tried to call the dog, but it wouldn't come _____ him. Joe walked all _____ the parked car, calling the dog's name. After a minute or so, the dog ran _____ the hill and _____ a parking lot. Joe followed for a while, but then walked back _____ the hill and _____ his neighbor's house to report the runaway dog. On the way, he met the worried owner who said the dog had jumped _____ the backyard fence!

3 On Your Own

- Look at the picture on pages 90–91. Then, on another sheet of paper, describe the scene using as many prepositions from pages 102–103 as possible. Underline the prepositions as you use them.

The **Intermediate Workbook** accompanies **The New Oxford Picture Dictionary**. It follows a page-by-page format to provide immediate reinforcement of the vocabulary presented in the Dictionary. Each unit contains a collection of activities that range in difficulty from low- to high-intermediate and that can be used for both written and oral practice of the Dictionary vocabulary. Each exercise is coded to indicate its level of difficulty. Graphs, charts, and illustrations expand the exercises in a variety of ways.

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